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OF
VIRGINIA.

EDITORS:

WM. F. FOX,	-	-	-	-	General Department.
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Richmond, Va., January, 1884.

No. 1.

Our Children's Bodies.

III.

I. VENTILATION AND HEATING.—For a large part of our school-year we in the South have little or no trouble under this head; but the occasional short spells of very cold weather require that we should give it close attention. Our buildings are not constructed with storm doors, double windows and the many appliances common to those at the North.

Whatever be the source of heat (and in the space allotted me it is impossible to discuss this part of the subject), the temperature of the school-room should always be maintained up to sixty-five degrees (Fahr.) and never be allowed to exceed seventy. A temperature of sixty-five degrees to healthy children warmly clad is generally sufficiently high, but in public schools there are always a number of children not warmly clad, and for them it would be unhealthy to permit the temperature to remain below seventy degrees for any length of time.

The maintenance of an even temperature somewhat low is, however, more to be desired than excessive heat, which has a great disturbing effect on the circulation of the brain. My own experience with teachers leads me to the conclusion that most teachers maintain their rooms at too low a temperature rather than too high a one. The tendency to become absorbed in the work of the school makes them too long neglect the source of heat, or the open window which has been raised for purposes of ventilation; and above all others is the tendency to make their own feelings rather than the thermometer the test of the temperature of the room. The real difficulty is to maintain an even temperature and at the same time have sufficient ventilation. In a room heated by two sources of heat, a hot-air flue at one end and an open stove, or fire-place, at the other, this difficulty is fully overcome, for the open stove furnishes a most perfect ventilator,

and the flue furnishes a constant supply of warmed fresh air. Experience with rooms heated in this way has convinced me that it is a most desirable way of heating and ventilating; in fact here the system of ventilating in no way contradicts that of heating, as is so frequently the case. Where rooms are heated by stoves, the simplest contrivance for admitting fresh air without producing draughts, is to place under the lower sash of each window a narrow piece of wood, the length of the width of the sash. The effect is to leave a narrow opening between the sashes, and thus admit air in an upward direction. This works very well if there is a transom, or chimney or flue on the opposite side of the room, and will then sufficiently ventilate a room full of children. As to the amount of fresh air required for good ventilation, doctors here, as elsewhere, disagree, some authorities placing the amount at 1,400 to 3,500 cubic feet hourly to each scholar, while a writer in a recent number of the *Popular Science Monthly* puts it at one-third or one-half that amount. No system of ventilation and heating will work unless the teacher and janitor work together.

In ordinary weather, our rooms in the South can be well ventilated by keeping the upper sash of each window constantly lowered an inch or two (more than that produces too much draught) and leaving the door open four or five minutes at the expiration of each half hour.

2. CARE OF THE EYES.—Here the teacher is rarely beset with difficulties not of his own making; no defective flues, no mode of heating determined by school-authorities, or undue pressure brought to bear by ambitious parents and exacting superintendent, or principal. In one respect only may he have any one else to blame: the architect may have put in too few or too many windows. And as the difficulties are few, the responsibility is great, the greater in that the wider the extension of education, the larger the number of pupils of defective vision.

Says Mr. Brudenell Carter in his treatise on the care of the eyes: "It is very worthy of note that in the experience of ophthalmic surgeons, it is exceptional to meet with a child suffering from defective vision who has not, before the defect was discovered, been repeatedly and systematically punished by teachers or school-masters for supposed obstinacy or stupidity." Defective vision is rapidly increasing as our education becomes more widely diffused, and the tendency of near-sight to increase as school-life advances is fully shown by the following statistics obtained by Dr. Derby, of New York, and Dr. Conklin, of Dayton.

Place.	No. Examined.	Near-sighted per Hundred.	
		District Schools.	High Schools.
Cincinnati.....	630	10	16
Dayton.....	765	.....	18
Brooklyn	300	10	28
Buffalo	1,003	5 (at seven years of age)	to 26 at eighteen.
		Entering.	Graduating.
Amherst College.....		44	50

Long-sight seems to be less prevalent, but pupils suffering from this defect are also liable to be misunderstood, as they sometimes hold the book close to the eyes to make the print look larger.

A child with a normal eye should be able to read a page of an ordinary school reader at the distance of forty inches and all intervening distances down to four inches. If the child cannot do this the parent should be informed and advised to consult a competent oculist. The recruit for the British army is required to recognise clearly at a distance of fifty feet a spot one inch in diameter. To adapt this test to the school-room, print letters (not in words, but thus, SPDQRT) three-eighths of an inch high and require the pupil to read them at a distance of twenty feet. Where defects of vision are overcome by the use of proper glasses, their use should be insisted on. Young children especially avoid their use, and frequently the fear of ridicule on the part of their schoolmates makes them lay their glasses aside. I have had cases in which I had great difficulty in enforcing their constant use.

But after all this has been accomplished the teacher should observe the following rules:

1. Have the light fall from behind, or over the left shoulder, if possible, but never come from the front.
2. Study must be interrupted, for youngest children, every fifteen minutes, for older ones every thirty minutes, by change of position.
3. Writing on the blackboard should be an inch high for the main body of the script letters and two inches high for numbers.
4. Greasy slates and pale ink are to be avoided.
5. Drawing maps on a small scale should be forbidden.
6. Children with known defects of vision should be free to approach as near as they like all blackboards, wall-maps, &c.

Fractions! What Are They?

The examination of teachers has brought home to me, with a force that is much more powerful than pleasant, the very unwelcome conclusion that either my comprehension and idea of fractions are radically wrong, or very many of the teachers are mistaken as to their nature and properties. This unexpected and troublesome difference of opinion as to what really constitutes a fraction has caused me to think a great deal about the matter, to examine the authorities as to the correctness of my own opinions, and to search for the probable cause of error in others. A desire to get this thing perfectly straight in my own mind has led me to attempt the preparation of this paper, in which I propose to discuss what fractions are, and also what they are not. One thing is certain: the explanations of fractions given in some of our text-books are ambiguous and contradictory, and teachers and pupils have mistaken their real teaching, or I have gone thus far through life in blissful ignorance of what a fraction really is.

One way to ascertain what a thing really is, is to make sure what it is not. Let us try this method with fractions. Webster defines a fraction to be "a portion, a fragment, a division or aliquot part of a whole number." Now, let us see whether these definitions are arithmetically correct. The same dictionary defines a "portion" to be "a separated part of anything." The number 20 is divisible into two parts, as $10+10$; or into four parts, as $5+5+5+5$. Now, in this case 10 or 5 is a separated part or portion of 20, but neither 10 nor 5 is a fraction. Eight is a whole number, and either 4 or 2 is a division or aliquot part of 8, but neither 4 nor 2 is a fraction. And these examples make it very evident that the common or dictionary meaning of fraction, which makes it synonymous with portion or part, is not the arithmetical meaning, which is only synonymous with fragment.

Chambers's *Encyclopædia* defines a fraction thus: "In Arithmetic a fraction is any part or parts of a unit or whole, and it consists of two members, a denominator and a numerator, whereof the former shows into how many parts the unit is divided, and the latter shows how many of them are taken in a given case." Unit and whole are here used as explanatory of one another. A unit is a single whole thing. This definition of a fraction agrees so well with the definitions given in the best text-books on Arithmetic, that we may safely accept it as correct. Now, then, let us consider this definition carefully. A frac-

tion must consist of two members or terms, the numerator and the denominator, and any number that may be properly expressed by one term is necessarily not a fraction. A fraction also consists of a part or parts of a unit, and as the sum of all the parts is only equal to the whole, it follows that a true fraction can never be greater than the unit, and as the unit in Arithmetic is always expressed by 1, a true fraction can never be greater than 1. To determine what any arithmetical expression really is, it is necessary to reduce it to its lowest and simplest terms; and as the simplest form of expressing the sum of all the parts of a unit is not $\frac{2}{2}$ or $\frac{1}{1}$, but 1, it follows that a true fraction must always be less than the unit 1. Take the two arithmetical expressions, $\frac{1}{2}$ and $\frac{1}{4}$. Now, $\frac{1}{2}$ being incapable of expression in simpler form than $\frac{1}{2}$, which is an arithmetical expression consisting of two terms, a numerator and a denominator, is a true fraction; but $\frac{1}{4}$, being capable of expression in the simple and single term 4, is not a fraction at all, though each of the sixteen $\frac{1}{4}$, of which $\frac{1}{4}$ is composed, is a true fraction.

There is also another method by which we may determine with absolute certainty whether any arithmetical expression is a fraction or not. Decimal fractions differ from common fractions only in two points—first, in that the denominator of a decimal fraction is always 10 or some power of 10; while the denominator of a common fraction may be any number. And second, in that the denominator of a decimal fraction, being easily understood, is never written, but is expressed by the decimal point, while the denominator of a common fraction must always be written, because it cannot be known in any other way. But there is no decimal fraction which may not at once be converted into a common fraction by simply writing its denominator under its numerator, as $.25 = \frac{25}{100}$, a common fraction; and there is no common fraction which may not be converted into its decimal equivalent by simply annexing as many ciphers as may be necessary to the numerator and dividing by the denominator, prefixing to the quotient thus obtained the decimal point, as $\frac{1}{4} = .25$, which result is obtained thus $\frac{1}{4} = \frac{1 \cdot 00}{4} = .25$. The circulating and repeating decimals, which are apparent exceptions to this rule, do not affect its correctness.

Still another test is the grammatical test, which requires us to use a singular noun with a single number and a plural noun with a plural number. If, then, we must use a plural noun in connection with any arithmetical expression, we may know that it is not a fraction, not

being a part or parts of one, but more than one. We then have these four tests by which we may prove whether any arithmetical expression is a fraction or not: (1st) In its simplest form it must consist of two terms, neither more nor less; (2d) It must express something less than 1; (3d) It must be capable of conversion into a decimal equivalent; and (4th) it must stand the grammatical test.

Now, to show what a fraction is not, let us take up the explanations of fractions given in Venable's Arithmetic, the text-book in use in this county, and also used extensively throughout the State. There are some so-called fractions which by their very names indicate plainly that they are not true or simple fractions, as "compound fraction," which is a fraction of a fraction, as $\frac{1}{2}$ of $\frac{1}{3}$; a "complex fraction," which is an arithmetical expression having two terms, one of which is itself a fraction, as $\frac{\frac{1}{2}}{9}$; and an "improper fraction," which is always something more than a fraction. But there is not any necessity for confusion or misunderstanding about these, as the very names given to them indicate the exact nature of the so-called fractions, and wherein they differ from a true or simple fraction. Section 93 of Venable's Practical Arithmetic defines a fraction to be "an expression which denotes one or more of the equal parts of the unit or whole; and section 97 says: "A fraction is commonly expressed in figures by two numbers, one above the other, with a line between them. The number below the line is called the denominator, and expresses into how many equal parts the whole or unit is divided. The upper number is called the numerator, and shows how many of these equal parts are taken to form the fraction." These sections very nearly coincide with the standard definition of a fraction taken from the Encyclopædia, and may therefore be considered absolutely correct. But in section 99 of the same arithmetic we have, "A fraction expresses the division of the numerator by the denominator. Three-fourths expresses $3 \div 4$; for we get the same, whether we divide a unit, as a yard, into four equal parts, and take three of these parts, or divide a line three yards long into four equal parts and take one of them. Similarly, $\frac{3}{4}$ of a dollar is $\frac{1}{4}$ of three dollars. Hence, in every fraction the numerator is the dividend and the denominator is the divisor." Now, the thing divided is always the dividend, and we are told in section 97 that it is the unit or whole which is divided to form a fraction, so that these statements in sections 97 and 99 directly contradict one another. Three fourths is *equal* to $3 \div 4$, but it is very far from *expressing* $3 \div 4$. Mr. Venable says they express the same because

the result is the same; but the results are often the same, though the means be very different. A man dies all the same, whether he be hanged, or shot, or drowned, and as it is no proof that a man was hanged because he is dead, so it is no proof that a fraction expresses the division of the numerator by the denominator because we get the same. A man "gets the same" whether he steals a horse or buys him; but it by no means follows that the two processes are the same. Neither do we always "get the same," for $\frac{3}{4}$ of one apple might very easily be a different thing from $\frac{1}{4}$ of three apples, if the apples were not of equal size and quality; and to sell a man $\frac{3}{4}$ of a house is quite a different thing from selling him $\frac{1}{4}$ of three houses. Then in section 100 of the same arithmetic we are told, "Hence a fraction expresses a part of any number, or the sum of any equal parts into which a number is divided. Thus, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, are all fractions. And the whole number 15 is the fraction $\frac{15}{1}$, $\frac{30}{2}$, or $\frac{45}{3}$." Could any explanation be more mistaken or further from the truth? If $\frac{1}{2}$ is a fraction, surely 9 is the denominator, showing into how many parts the unit is divided, and 19 is the numerator, showing how many of these parts are taken; and although there are but 9 parts there, we may take 19—an evident absurdity. Nor does Mr. Venable mean that $\frac{1}{2}$ is an improper fraction, for he gives it with $\frac{3}{4}$, which is not an improper fraction. And if "a fraction expresses a part of any number, or the sum of any equal parts into which a number is divided," then, as there is no number which is not a part of a greater number, and no number which is not exactly the sum of the equal parts into which it may be divided, it follows that every number is a fraction; and if "the whole number 15 is the fraction $\frac{15}{1}$, or any other sort of a fraction, there is no number that is not a fraction of some sort, and arithmetic is not the science of numbers, but the science of fractions.

It seems to me that the foundation for these errors is laid in the method of numeration taught; for if it is proper to read units, tens, hundreds, units of thousands, tens of thousands, hundreds of thousands, units of millions, &c., then a fraction, being one or more of the equal parts of a unit, and 500 being five of the ten equal parts into which a unit of thousands may be divided, 500 is a fraction, which it is not at all, for it will not stand any one of the four certain tests previously formulated. It is not composed of two terms, it does not express less than 1, it cannot be converted into a decimal equivalent, and it cannot be used with a singular noun. The truth is, that thousands, millions, &c., are not different orders of *units* at all, there being

but one unit and but one place of units in numbers; but they are simply different orders of *numbers*, signifying different and certain aggregations or sums of units. The number 1,000 is not one unit, but one thousand units. Figures and units are very different things. One is a unit, 2 is not, though standing in the place of units. In the numbers 1, 10, 100, 1,000, removing the figure 1 to the left does not change the *order* of units which it represents, but the *number* of units, just as removing the same figure 1 to the right (as .1, .01, .001) expresses a greater division of the unit. Doubtless much confusion grows out of the common use of fraction and part as synonymous; but in arithmetic they are not so, for a part of a number may not be a fraction at all—as 4, which is a *part* of 8, is not a *fraction*; and a fraction may include several parts, as $\frac{3}{4}$, which includes three of the four equal parts into which the unit has been divided.

Whatever may be the cause, the error seems to be a growing one, and I cannot but regard it as a serious one, and I would be very glad to see it checked and corrected.

A. A. MACDONALD.

Outline of Primary Arithmetic.

BY S. T. PENDLETON.

II.

ADDITION.—Here, as in subtraction, multiplication, and division, we get the scholar to make the table. We commence with what the scholar knows, counting objects; having taught him that + means “and,” and = means “are,” and $3+2=5$, reads 3 and 2 are 5. Thus:

$3 + 2 = 5;$ $4 + 2 = 6;$ $5 + 2 = 7.$

We then get him to make and memorize the table (written as above without the marks), in order, forward, backward, out of order, skipping, putting hand over, &c.

For little beginners the teacher says: “Start with 9 and count 2 more; as, 9, 10, 11; 9 and 2 are 11”; and so for other figures. This is a very good plan:

To test him, write on the board
 and pointing at the different figures in any order,
 get the scholar to give the sum of the figure and 2
 or without pointing, let each scholar in succession
 say 9 and 2 are 11, 4 and 2 are 6, &c.; and some-
 times only the sums, 11, 6, 2, 10, &c., around the
 class, starting at different figures at different rounds.

+

2

—

9

4

0

8

6

Also, as another method of test and drill, call out
 4 and 2, 8 and 2, 5 and 2, 9 and 2, &c., and let
 the scholar write the sums on the slate, and to pre-
 vent copying hold his slate to his breast, so as
 not to be seen, or put a book over each sum as
 written, or let the scholars sit or stand a yard
 apart, &c.

3

7

2

5

1

We also teach the addition of 2 not only to single figures, but also
 to numbers of 2 figures. This is very readily taught upon the prin-
 ciple or key $22+2=24$, because 2 and 2 are 4; $65+2=67$, because 5
 and 2 are 7, &c. The scholars catch this right off *without* any large
 number of exercises or combinations in which some teachers are apt
 to get "swamped." This is necessary, because in adding a column of
 figures we have to add 2 not only to single figures, but also to num-
 bers of 2 figures. It is necessary in multiplication, as 9 times 6 equal
 54, and 54 and 4 we carry equal 58.

We next give columns to add, orally or on slate,
 containing 1's and 2's only; as

1

2

2

Also add orally and *quickly*, so as *not* to have
time to count; thus, from bottom 5, 7, 8, 10, 12, 13,
 and from top 3, 5, 6, 8, 9, 11, 13.

1

2

1

2

We can then also add by 2's to 100, beginning
 with 0, or 1, merely as a help and practice in addi-
 tion.

2

—

REMARK.—Some teachers have made the mistake here of suppos-
 ing that adding by 2's, 3's, 4's, &c., up to a hundred, was the final
 object; whereas the tables are the chief thing, and all operations in
 arithmetic depend on them. Some again have supposed that teach-

ing the numerical frame was a chief thing—when it may or may not be used merely as one of the helps.

We do exactly the same with the 3rd column in the addition table; and then the 2nd and 3rd mixed up, getting the scholar to make the table; as—

8+3=		2
2+2=	And also add columns	2
6+3=	containing 1, 2 and 3; as	1
7+2=		3
&c.		2

And so for each other column in the addition table. But notice the following triangle; which, upon the principle of $3+2=2+3$, will shorten the work by half, always drilling in each column, beginning with the 2nd, thus: $3+2$, $2+3$, $8+2$, $2+8$, $5+2$, $2+5$, &c. Show the principles by making the marks | | | | |, and pointing first at the 3 marks and then at the 2 marks, and asking how many; and then pointing first at the two marks and then at the three marks, and asking how many:

2+2							
3+2	3+3						
4+2	4+3	4+4					
5+2	5+3	5+4	5+5				
6+2	6+3	6+4	6+5	6+6			
7+2	7+3	7+4	7+5	7+6	7+7		
8+2	8+3	8+4	8+5	8+6	8+7	8+8	
9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9

Then we need begin each column only with the number of the column added to itself; as the 3rd column, $3+3$, $4+3$, &c.; the 4th column, $4+4$, $5+4$, &c.; so that when we get to the 9th column, the scholar knows all except $9+9$, because $8+9=9+8$ in 8th column; $7+9=9+7$ in 7th column; $6+9=9+6$ in 6th column; $5+9=9+5$ in 5th column, &c.

It is well, after getting through the 5th column in the addition table, to work out examples of several columns, first containing 1's and 2's; as—

2	2	0	2	2
1	2	1	2	1
2	2	1	1	2
1	2	2	2	2
1	2	2	2	2
2	2	2	2	1

and then examples with 1's, 2's and 3's;

1's, 2's, 3's and 4's; &c.,

Also give examples of this sort to test knowledge of table :

$$\begin{array}{r} 519748362 \\ 22222222 \\ \hline \end{array} \quad \begin{array}{r} 74392615 \\ 33333333 \text{ \&c., to add.} \\ \hline \end{array}$$

Also another *excellent* plan is first to give two *numbers* of several figures each to add, then three numbers, then four numbers, &c. You can get them from Pendleton's Arithmetic Cards. This plan drills a class up to perfect work.

Notice that one *special difficulty* is when you sometimes carry and sometimes do not carry.

Also from the very first, and all along, give practical questions, mental and written, bringing in questions of every-day life; as, If your mother gives you three cents and your father four cents, how many cents will you have?

John gives Mary 2 apples, Susan gives Mary 3 apples; how many apples has Mary in all? How many are 2 and 3? Each left scholar takes two grains of corn, and then each right scholar gives each left scholar 8 grains of corn; how many grains of corn has each left scholar in all? Also such exercises as, What two numbers make 10? Answer, 8 and 2, 7 and 3, 5 and 5, 6 and 4, &c.

The difficulty with beginners in writing down the right-hand figures under each other, may be gotten over by getting them to draw lines separating the periods; as,

$$\begin{array}{r} 23 \mid 486 \\ 7 \mid 324 \\ \mid 894 \\ \mid 67 \\ 9 \mid 846 \mid \\ 2684026 \\ 30004 \\ 67 \\ 8200 \\ 200480 \\ \hline \end{array}$$

The dictating of examples to add of unequal numbers, and numbers containing o's, is the hardest exercise and last step; as,

This is a good practice. Ask the class to add all the numbers from 13 to 23; or any two numbers. You will know the answer without adding
11 being 1 more than the difference between the two numbers, 13 and 23.

$$\begin{array}{r} 13+23 \\ =\hline 2 \end{array} \times 11$$

Also get different examples with the same answers, by changing the order of the numbers; as,

4 8 6 7	2 3 4 8	&c., as will be mentioned
3 2 5 9	4 8 6 7	in the oral drills com-
9 4 6 3	9 4 6 3	bining + and —.
2 3 4 8	3 2 5 9*	

The teacher can examine more quickly, while the scholars need not know that the answers are the same.

Keep up quick oral adding : as, 8, 11, 20, 27 ; carry 2 ; 6, 12, 17, 23. Make plain figures.

Object Lessons.

[NOTE.—This lesson was recently given to a class of children seven years of age, and the answers below are the ones which those children gave.]

Object.—To cultivate perception, memory, and language.

Point.—To develop idea of, and teach parts and uses of parts of a thimble.

Method.—Teacher calls the attention of the class, and shows them a thimble.

"What have I here?" "A thimble."

"What then, is our lesson to be about?" "A thimble."

"What word shall I write on the board?" "Thimble."

Teacher has the children spell the word *thimble*, if possible ; if not, the teacher writes the word, and the class spell after it is written.

"What have I on the board?" "Thimble."

"How many think I have a thimble on the board?"

The children will see the point, and some bright child will say "The word *thimble*." Teacher has the class tell her that she has the word *thimble* on the board.

"That is right ; now we will talk a little about the thimble. How many ever used a thimble?" Children raise hands.

"For what are thimbles used?" "To sew with."

"How do we use a thimble to sew with?" "We push the needle through the cloth with the thimble."

"Yes, but why do we need a *thimble* with which to push the needle?" "We should hurt the finger sometimes if we did not use the thimble."

"Then what does the thimble do for the finger?" "The thimble protects the finger."

"Yes, that is true ; now who will come and find some part of this thimble,—some part that protects the finger?" Children raise hands. Teacher selects a child who comes and finds the sides.

"Who can come and find just the same part?" Another child finds the same part.

"What part have they found?" "Sides."

* Pendleton's Arithmetic Cards, however, will give any number of examples for drill in addition.

Teacher may use the term *sides*, or if the children are old enough, obtain the term *shield* instead. This the children may be led to give by the teacher telling a short story in which the children will see that a shield is used for protection.

"If a shield is used to protect, and, as you told me a little while ago, the sides of the thimble protected the finger, what might we call the side of a thimble?" "A shield."

Have several children come and find the shield, after which the teacher writes the word *shield* on the board, the children spelling the word.

"Now tell me what you have learned the thimble has?" "The thimble has a shield."

The teacher should be sure that the class makes a complete sentence.

"Who will come and find some other part?"

The teacher selects a child who comes and finds what the children call the *top*. Teacher uses this term or obtains the word *crown*, and, proceeding as before, finally gets the children to say, "The thimble has a crown."

"I want some one to come here and look at the shield and the crown, and tell me what you see."

"There are little dents on them."

"Why do you suppose the dents were made on this thimble?" "So the needle will not slip."

If the children do not give this answer, the teacher might experiment by sewing, telling the children to notice the thimble and the needle, and where the needle is. Children will say, "In the dents."

"Why not put it somewhere else on the thimble?"

Teacher tries it elsewhere, and the children say, "It slips."

"How does it act when I use the dents?" "It does not slip."

"What keeps the needle from slipping?" "The dents."

"The dents do what?" "Keep the needle from slipping."

"Tell me all about it?" "The dents keep the needle from slipping."

The teacher proceeds in a similar way to that given above for getting the children to find the parts *rim* and *border*; children finding, naming, spelling: teacher writing the name on the board, and then having the children give a complete sentence. After the rim was found, and the teacher asked for the use of it, one little boy said, "The thimble would not look as well if it had no rim;" another, "If we should not get the needle in the dents, and it should slip, the rim would keep it from hitting the finger;" another child said, "If there was no rim, the edge of the thimble would be sharp."

After the border has been found, lead the children to talk about its being a place for the name. When the parts have all been found, named, their names written on the board, and their uses talked of, then comes the drill. For this have one child find some part; another find its name on the board; another tell its name, and another give its uses, etc., etc. After there has been sufficient drill, erase the work from the board, and then, or at some future time, have the class reproduce on their slates.

In any lesson of this kind the principal aim should be to teach the child to see correctly, and to properly express what he knows about that which he does see, thus making it especially a lesson in Language.

Reading.

Man is a spirit, manifesting himself through a physical organism. The spirit may manifest itself directly through the body in the expression of the face, the gestures of the hand, the modulations of the voice, or the articulation of words; or indirectly by means of some instrument, as the chisel of the artisan, the pen of the writer, or the instrument of the musician.

In whatever form the spirit manifests itself, that part of the body by means of which the manifestation is effected must be in a condition to perform its functions satisfactorily. To play upon a piano the fingers must be made nimble and the wrists elastic. To read orally, the various organs of vocalization and articulation must be so cultivated that they can give a neat, prompt, firm, and easy response to the dictates of mind. "All art," says Goethe, "must be preceded by a certain mechanical expertness."

While mechanical expertness is essential to perfect oral expression, it does not follow that those who possess it in the highest degree are therefore the best oral readers. It often happens that persons whose articulation is quite faulty, and whose voices are weak and unpleasant in quality, are more effective readers than others whose articulation is distinct and whose voices are strong and clear. The latter divorce expression from sentiment, and make a show of mechanical expertness, the end of their efforts. They are "the sounding brass and the tinkling cymbal." The louder they sound and the more perfectly they tinkle the less do they manifest the thought and feeling contained in the language which they employ as the pretext of their vocal gymnastics. In the former case reading is a manifestation of spirit, and the spirit within is so strong that it shines out brightly through a blurred expression. But how much more effective would their efforts be did they possess the two elements,—a condition of spirit worthy of manifestation and a mechanical expertness capable of adequately expressing it. These two are somewhat mutually dependent, the one upon the other, yet one is more fundamental than the other.

In the early unscientific days the drug mixer who relieved a headache, resulting from a disordered stomach, by the external application of a powerful anæsthetic, was called a physician. In modern times he is usually called a "quack." The faults which occur in the reading of children appear to be mechanical, but many of them are not, and some of them that are can be best eradicated by attending to conditions which, at first, may appear to be remote. Some of the important conditions of good oral reading are the following:

1. *A good composition.* As in order to read at all, it is necessary to have something to read, so in order to read well it is necessary to have something to read which is worthy of being read. There is a natural congruity, or agreement, between the thought to be expressed and the expression which appropriately belongs to it. Animated thoughts agree with an animated expression; feeble and spiritless thoughts agree with a feeble and spiritless expression; and good oral expression is inconsistent with thoughts or language which have no power or beauty in themselves. The various series of school readers now in vogue admirably supply this condition, and furnish the reader with a rational ground of enthusiasm in his work.

2. *Adaption of the composition, in thought and language, to the experience and*

literary attainments of the reader.—If the thought of the composition is so difficult that he cannot grasp it; if the incidents it relates are so far removed from his experience that he cannot, in imagination, participate in them; if the words are strange and the sentences intricate; however good the composition may be in itself, it fails to stimulate the mental activity of the child, and hence to inspire good expression.

If a profound scholar, whose soul

“Is sicklied o’er with the pale cast of thought,”

contemplated suicide, and wished to impress upon an audience his powers of oral expression just before “shuffling off,” he would find the famous soliloquy, “To be or not to be,” etc., admirably suited to his purpose. But the average boy of ten years does not understand the thought and language of that composition; he enjoys excellent health and has no notion of killing himself. Yet he is sometimes asked to read that, and other compositions, not less removed from his experience and literary attainments.

The pupil is graded by his reader, and a strong pressure is brought to bear upon the teacher to advance him as rapidly as possible. Therefore it is necessary that the teacher stubbornly resist the strong temptation to sacrifice this condition of good experience. If the purpose be to secure the ends which may be gained by silent reading, the matter read should be very near the outer circle of the pupil’s powers; if the purpose be to secure skill in oral expression, the matter should fall somewhat within that line. If all the mind’s energy is employed in grasping the thought, the expression of that thought must necessarily be weak.

3. *Mastery of the thought and language.* “A mistake in emphasis is the mind’s mistake,” has come to be regarded as an axiom. Not only does correct emphasis depend upon correct thinking, but the right use of other elements of expression is equally dependent upon a mastery of the thought. Expression is determined by the state of the mind at the instant the act is performed. If the thought is comprehended vaguely, the articulation will be correspondingly indistinct. A rising inflection is the natural sign of doubt; a falling inflection, the sign of positiveness. The sentence to be read may be positive in form and meaning and hence require a falling inflection. But the prevailing idea in the mind of the reader may be that of doubt as to what the meaning of the sentence really is, and that state of mind will force the inflection up instead of down, and thus make the expression a contradiction of the thought. It might be shown that a correct use of each of the many elements of expression is equally dependent upon a complete mastery of the thought and that the consciousness of such mastery inspires the young reader with a confidence and enthusiasm that frees his expression from many defects he would otherwise exhibit, and gives to it many positive excellencies.

4. *A vivid imagination.* In order to secure the best expression, not only must the reader understand the meaning of the words, comprehend the thought of the sentences, see the author’s purpose in the composition as a whole, and the relations of cause and effect existing between that purpose and the means employed, but his imagination must form a clear mental picture of every object described, and by it he must put himself in the place of every character introduced. To read a piece of description is to produce in the mind of the hearer an image of the object, or scene, described. To read successfully an account of a series of actions is to cause the hearer to put himself, in imagination, in the place of the actors, and to participate in the

drama in which they are engaged. The reader who expects the imagination of his hearer to be more active than his own, will usually meet with disappointment.

In commenting upon the manner in which the old man tells the pathetic story of Margaret, in the first book of "The Excursion," Wordsworth indicates the effect which a vivid imagination has upon oral expression :

" * * * * * He had rehearsed
Her homely tale with such familiar power,
With such an active countenance, an eye
So busy, that the things of which he spake
Seemed present. * * * * * "

Dull Scholars--What Should be Done With Them?

These form a class of pupils with whom the true teacher is much concerned, not only on their account, but also because it concerns his own reputation as a teacher. Because of one dullard, a whole class must not be kept back, neither must any pupil be neglected, because he cannot do as well as his class-mates. Many children in our public schools rank much below the average in intelligence, and the course in study in many graded institutions is, in some respects, ill-adapted to their capacities. But the teacher (in the graded schools), overworked and underpaid, can find no extra time to give these slow-going minds. They may be transferred to lower grades, but there the same difficulty would be met as before. A prominent teacher says :

"But it is often the case that the dull pupil must get his education in the public school or get none at all, and it requires *much talk and more patience* on the part of conscientious teachers to get passible results.

I venture to give my own method of dealing with such pupils, in the hope that it may call out the experience of others in the same line. Many years ago, I read the statement that there are no helpless idiots except those who cannot be induced to do anything. It has therefore been my plan whenever I have been so unfortunate as to have a very dull scholar to find out if there was anything for which he had any special aptitude. If so I developed his power in that direction, with full confidence that a stimulus applied to any one faculty would finally start the whole *mental machinery*.

Nor have I often been dissatisfied with the result, especially where I could get a fair attendance at school. I have a case or two in illustration :

In my earliest days of district-teaching, I had in my school at the same time, two of the dullest boys at their books, that one locality is apt to produce. They could read blusteringly in the Third Reader, but would not progress in the general work of the school. But I soon found that one of them was quite skilled in making pictures on his slate. I at once utilized his talent for drawing. I set him to drawing geometrical figures, and taught him how to find their surfaces and volumes, and soon had him interested in numbers. I had him copy maps, and then draw the same from memory, till he became one of the best geographers in school. By copying the likenesses of famous persons named in his United States History, he became interested in their lives, and learned many important facts of history. In short, in two winters he passed from a very dull boy to a fair average in all his studies, and to special excellence in some.

The other boy referred to proved to have a special capacity for numbers—was, in fact, a sort of “mathematical fool.” Everything which could be connected by figures he was able to learn and remember, and thus soon lost his reputation as a dunce.

My experience with those two boys has been very valuable to me, though I have not always been able to achieve equally marked success in the same length of time.”
—*Normal Teacher*.

THE COUNTRY SCHOOL.—The country schools are nurseries wherein are being trained the future pillars of society, of state, of commerce, and of religion. The farmer's boy, while attending his district school, little dreams that he has every opportunity of becoming one of the ablest men in America's civilization. Such is the fact. He has, in many ways, advantages not enjoyed by those living in cities. The country boy in his out-of-school hours is in contact with his life-work. His out-of-door duties, as well as his school duties, require him to systematize and economize his time. Everything calls forth his mental activity. Many men have made the fatal mistake of moving to town to educate their children. A good country school is far better for the boys than the town school. Every man living in the country, and having boys to educate, should exert himself to the utmost to make his district school the best possible. In order that the school should be effective there must be a good teacher and pleasant surroundings. The school must attract rather than repel. The course of study and methods of instruction must supplement and vitalize the very thoughts the pupils carry into the industries of life. Both must give a higher and more permanent interest in the pursuit of knowledge. When you have instilled into the child's mind a taste of the pleasures of its pursuit, life's successful battles are more than half won for that child. Yes, stay in the country and give your children the double advantage of a good school and nature's resources. Teachers of rural districts, preach this to your patrons in season, and secure the co-operation of everybody in behalf of good country schools.—*Mo. School Journal*.

EDITORIAL PARAGRAPHS.

THE TEACHERS of Smyth county, Virginia, are publishing a paper—*The Teachers' Friend*—designed especially for the benefit of the profession. We need a lively discussion all over the State of the means of making the teachers' work more efficient. The teachers need to be educated to a higher ideal, and the communities to a better appreciation of the teacher's work. Let the discussion go on till all the unworthy teachers are driven from the field, and the honest-hearted, industrious, and worthy teachers are stimulated to their highest efficiency, till the teacher is elevated to his true place, till no community is satisfied with anything less than good schools and good teachers.

IN A BUSINESS letter just received from Superintendent J. C. Weaver, of Accomac, he says: “Our schools are more flourishing than ever before, more in number, better attended and more popular.” We do not wonder at it; ability, enthusiasm, well directed and persistent effort rarely fail of success.

OUR BEST THANKS are due to the school Superintendents, and other school officers of the State who have so generously and efficiently aided us in getting the JOURNAL into the hands of the teachers. We shall seek to show our appreciation of their kindness by making the JOURNAL as good as possible, and thus aiding them as much as we can in their work.

THE *Central School Journal*, Keokuk, Iowa, comes to us greatly improved in appearance. It has always shown excellent taste and judgment in its articles, both original and selected. It is now in its seventh year and numbers 8,000 readers.

SEVERAL articles prepared for this number have been unavoidably omitted.

News and Notes.

—THE VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE.—Within two years the number of pupils has increased from forty-eight to one hundred and eighty-two. Not a breach of public decorum on the part of the students has occurred within the year. A library room has just been handsomely fitted up, and a first purchase of 2,000 volumes has been made. The Faculty consists of seven professors and two assistants. The Chemical Laboratory has sixteen seniors working in qualitative analysis five hours a week.

—*The Normal Index* is the title of a new paper devoted to the principles of practical education, published at Middletown, Virginia. G. W. Hoenshel and G. O. Moore, editors.

—Messrs. Rand, Avery & Co., Boston, are about to publish a new story—said to be a thrilling and powerful tale—involving the question of Mormonism.

Book Notices.

EXAMPLES FOR ELEMENTARY PRACTICE IN DELINEATION, designed for the use of Schools and Isolated Beginners, by CHARLES H. MOORE, Instructor in Drawing and Principles of Design in Harvard University. Boston: Houghton, Mifflin & Co. Price \$2.

The volume, as its title indicates, is intended for practice in elementary work. Twenty designs are furnished, and these are preceded by some general instructions on the subject, by methods of work, and by illustrations of the formal exercise. The whole is constructed on the idea of Leonardo de Vinci, "And let him (the young student) remember to acquire accuracy before he attempts quickness."

For sale by West, Johnston & Co.

THE PRIMER OF POLITENESS: A help to School and Home Government. By ALEX. M. GOW, A. M. Philadelphia: J. B. Lippincott & Co.

Perhaps there is no better way of presenting the principles on which this book is based than by repeating the few lines that form its motto and its preface. "Scholarship without good breeding is only half an education." "He is best taught who has

learned the secret of self-control." "He is best governed who is self-governed." "Other things being equal, that school is the best where the government is the result of moral and not of physical force." The principles thus outlined are systematically developed in a series of questions, and illustrated and enforced in a number of apt stories. The use of the book in the school and family cannot fail of producing excellent results.

For sale by West, Johnston & Co.

The Magazines.

EDUCATION FOR JANUARY-FEBRUARY.—Contents: Frontispiece—Le Roy D. Brown, Ph. D.; The Normal School Problem, and the Problem of the Schools, Prof. H. Straight; Manual Training, Prof. C. M. Woodward; Notes on the Origin of the Italian Language, W. C. Wilde; The Function of the Normal School, E. C. Hewitt, LL. D.; Music in Public Schools, Prof. H. E. Holt; The Teacher's Influence, Superintendent Geo. J. Luckey; What has been Done for Education by the Government of the United States Gen. John Eaton; The Imagination, A. P. Marble; The University—How and What, Wm. W. Folwell, LL. D.; Editorial:—Le Roy D. Brown, Ph. D., Report of the United States Com. of Education for 1881, Valuable Books, Foreign Notes.

THE AMERICAN NATURALIST FOR JANUARY.—Contents: Disadvantages of the Upright Position, S. V. Clevering; The Mammalian Fauna of the Australian Desert, E. B. Sanger; Observations on the Pulsating Organs in the Legs of Certain Hemiptera, Wm A. Locy; On the Character and Function of the Epiglottis in the Bull-Snake, C. A. White; The Carolina Wren—a Year of its Life, C. C. Abbott; The Batrachia of the Permian Period of N. America, E. D. Cope; Editor's Table: Recent Literature; General Notes:—Geography and Travels, Geology and Palaeontology, Mineralogy, Botany, Entomology, Zoology, Psychology, Anthropology, Microscopy; Scientific News; Proceedings of Scientific Societies.

THE JOURNAL OF SPECULATIVE PHILOSOPHY FOR OCTOBER, 1883—Edited By Wm. T. Harris and published quarterly by D. Appleton & Co. Price per volume, \$3.—Contents: Philosophy in Outline, The Editor; Trentowski on the Sources and Faculties of Cognition, I. Podbielski; A Study of the Iliad, D. J. Snider; Götthe's "Das Märchen," Gertrude Garrigue; The Puritanic Philosophy and Jonathan Edwards, F. B. Sanborn; Man's Freedom in his Moral Nature, E. G. Hazard; Notes and Discussions; Book Notices; Books Received; Contents and Title Page.

THE SANITARIAN, after trying for a year the plan of a weekly issue, has returned, enlarged and improved, to its former plan of a monthly. It is devoted especially to the Science of Hygiene, and takes rank with the best journals devoted to this subject. The following are the contents of the January No.: "What shall be done with the Sewage?" A. N. Bell, A. M., M. D.; "Canning Houses and their Relations to the Public Health," W. Stump Eorwood M. D.; "Typhoid Fever in America—Its Nature, Causes and Prevention," R. J. Farquharson, A. M., M. D.; "Museums of Hygiene," Medical Director J. M. Browne, U. S. Navy; "School Hygiene," Charles F. Lundy, A. M., M. D.; "Physical Training," Professor J. Madison Watson; "Some Causes of Infant Mortality," T. P. Cobally, A. M., M. D.; "The Disposal of House Refuse," J. P. Spencer, C. E." Besides these leading papers, under the "Editor's Table" timely topics are discussed of general interest: mortality statistics in the chief cities of the United States and abroad, and three pages of review literature.

OUR LITTLE ONES AND THE NURSERY continues to hold its place at the head of periodicals for small children. In beauty of design and in excellence of adaptedness to its object, it can hardly be surpassed.

THE NORTH AMERICAN REVIEW for January presents a table of contents possessing in the highest degree the character of contemporary human interest. First, the opposite sides of the question of "Ecclesiastical Control in Utah" are set forth by two representative men, viz: President John Taylor, the official head of the Mormon Church, and the Hon. Eli H. Murray, Governor of the Territory of Utah. Senator John I. Mitchell writes of the "Tribulations of the American Dollar." In an article entitled "Theological Readjustments," the Rev. Dr. J. H. Rylance insists upon the necessity of eliminating from the formularies of belief and from the current teachings of the churches all doctrines and all statements of supposed facts which have been discredited by the advance of exegetical scholarship, and by the progress of natural science. Senator Henry W. Blair, taking for his theme "Alcohol in Politics," advocates the submission to the people of an amendment to the United States Constitution prohibiting the manufacture, sale and importation of intoxicating liquors. No one who read in the December *Review* the first half of "The Day of Judgment," Gail Hamilton's incisive review of the domestic life of Thomas Carlyle, will forego the pleasure of perusing the latter half in the current number. "Evils Incident to Immigration," by Edward Self is a forcible statement of the mischiefs wrought by the importation into our social and political life of an enormous annual contingent from the lowest stratum of the population of Europe. Finally, the subject of "Bribery by Railway Passes" is discussed by Charles Aldrich and Judge N. M. Hubbard.

THE JANUARY CENTURY.—General Sherman's retirement from the army lends timely interest to the frontispiece of the *January Century*. His life, character, and his services to the country are discussed by E. V. Smalley in a fresh and authoritative paper, which contains several good anecdotes. General Grant has assisted in making the paper exact and valuable with reference to war history by giving important information and by reading the proofs.

"Garfield in London" is an account, in the main, of President Garfield's experiences and impressions while in the British capital.

The most interesting of French institutions, the Academy, with its "Forty Immortals," is made the subject of a gossipy paper. Portraits of thirteen of the most widely known Academicians illustrate the writer's crisp characterizations.

"In Wordsworth's Country" is an English prose pastoral by John Burroughs.

"Edinboro Old Town" is the opening article of the number, and is profusely illustrated. Both the writer and the artist have felt the romantic and picturesque influence of "Auld Reekie." In the "Log of an Ocean Studio" is described a vacation voyage to Europe of seven New York artists, who amused themselves with decorating one of the steamer's cabins.

"Husbandry in Colony Times" is perhaps the most popular of Mr. Edward Eggleston's studies of colonial life.

In fiction the January number is notable for the conclusion of the "Bread-winners"; the third part of "Dr. Sevier"; the second part of Robert Grant's "An Average Man"; and a humorous story entitled, "His Wife's Deceased Sister."

LIFFINCOTT'S MAGAZINE for January contains an amount of varied and entertaining reading, which gives the best assurance of the good things to be expected during the coming year. It opens with a description of the new Public Buildings of Philadelphia, written with marked ability and copiously illustrated. "Notes of Conversations with Emerson," by Pendleton King, bring up very vividly the figure of the great New England thinker in the simplicity of his Concord home. "Matthew Arnold in America," by L. J. Swinburne, is an appreciative criticism treating mainly of those points in Mr. Arnold's teachings which have a special application to American social life. "Hawaii Ponoi," by Belle Osbourne, is an amusing account of the recent coronation of King Kalakaua, with many capital illustrations from sketches by the writer. "Undergraduate Life at Oxford," by Norman Pearson; an account of the great flour mills of Minneapolis, by F. G. Curtis, and the first of a series of papers on "Healthy Homes," by Felix L. Oswald. All are interesting and instructive articles. The opening chapters of "Sedia's Tangled Web," a short serial story, by Lizzie W. Champney; "Christmas-Eve at Tuckeyho," by Sherwood Bonner; and "Whither Curiosity Led," by Charles Dunning, constitute the fiction in this number, and will be found very attractive. There is the usual variety of short papers in the "Gossip" and the notices of new publications, principally holiday books, are numerous and discriminative.

POPULAR SCIENCE MONTHLY.—Contents for January: The Classical Question in Germany, E. J. James, Ph. D.; Early Colonists of the Swiss Lakes (illustrated); The Morality of Happiness, Thomas Foster; Female Education from a Medical Point of View, II.; The Control of Circumstances; Religious Retrospect and Prospect, Herbert Spencer; The Iguanodon (illustrated); Defective Eyesight, Samuel York, at Lee; The Chemistry of Cookery; Catching Cold; The Source of Muscular Energy; Idiocy, Professor Grant Allen; Etienne Geoffroy Saint-Hilaire (with portrait); Correspondence; Editor's Table; Literary Notices; Popular Miscellany; Notes.

THE ATLANTIC MONTHLY for January. Contents: In War Time, I, II., S. Weir Mitchell; Chester Streets, H. H.; The Bishop's Vagabond, Octave Thanet; Ivan Turgeneff, Henry James; Lepage's Joan of Arc; A Roman Singer, XIII, XIV., F. Marion Crawford; At the Saturday Club, Oliver Wendell Holmes; The Study of Greek, A. P. Peabody; Newport, XV.-XVII., George Parsons Lathrop; Halls of Shiraz; A Sequel to Mr. Washington Adams, in a Letter from Mr. Mansfield Humphreys, Richard Grant White; The Political Field, E. V. Smalley; Unheard Music, Edmund W. Gosse; Illustrated Books; The Annexation of Heaven; The Contributors' Club; Books of the Month.

ST. NICHOLAS for January makes its New-Year's call with a bright table of contents and a brilliant list of contributors.

Louisa M. Alcott begins her promised series of "Spinning-Wheel Stories" with a sketch of the "good old times" of seventy years ago, showing how Grandmother's wheel spun a tale of fun, war, love, and wolves, to suit the tastes of all her hearers.

The frontispiece is by Mary Halleck Foote, and H. H. opens the number with a complete and timely story of Colorado mining life, entitled, "Christmas in the Pink Boarding-House."

Julian Hawthorne finishes his fanciful allegory, "Almon, Aurla, and Mona," and Rose Hawthorne Lathrop contributes a merry tale of child-life in holiday times, called "Fun Beams." Mayne Reid's serial, "The Land of Fire," continues to grow in interest, and is full of instruction in regard to the many peculiarities of that far-away region. H. H. Boyesen ends the first of his "Tales of Two Continents" with an exciting encounter; and W. O. Stoddard entertains his readers with the second instalment of "Winter Fun."

Among the poems are a fable in verse by Joel Benton; some jolly New-Year's verses by Helen Gray Cone, with pictures by A. Brennan, who also illustrates a quaint little verse of his own, entitled, "Lucy Lee from High Dundee"; and "The Ballad of Good Sir Urgan," by E. Vinton Blake, a medieval poem, with spirited illustrations by Alfred Kappes.

An entirely new feature, inaugurated in this number and to continue throughout the year, is the *St. Nicholas Almanac*, which will give to young folk, in simple and popular form, the more important phenomena of our earth's relations to the heavenly bodies, and, in addition, some entertaining bits of fun, fable, and allegory relating to the various months and seasons.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

SCHOOL HOUSES.—It will be seen by the last report that for the year ending July 31st, 1883, there were reported 5,974 schools, with only 3,444 houses owned by districts; which shows that we need 2,530 additional houses in which to conduct the schools of the State. New houses are being built every year, and ultimately we may own school property enough to accommodate the schools. Let us hope so, at least. Many of the houses owned by districts, and called *school-houses*, are a disgrace to the section in which they are found, and a positive injury to the school system. It costs no more to build a comfortable, well-ventilated, and artistic school-house, with proper management, than it does to erect one of those miserable, disheartening structures, which would never be taken for a school-house but for the fact of its being located on some rejected corner or knoll left out in the economy of life, but deemed the very place for a school-house. In the early days of the system the necessity for care in the *location* and erection of school buildings was not as apparent as it is now, though it was the constant effort of the late Superintendent of Public Instruction to induce school officials to erect the most approved school buildings. The first thing to be done, when a school-house is to be erected in a district, is for the District Board, with the consent of the Superintendent, to decide upon a plan and location for the structure; and when these two important preliminaries are judiciously *settled*, the rest is comparatively easy. We would urge every County Board to purchase some standard work on school-house architecture, which will give the ground plans and elevations of the modern school structures, based upon the experience of practical men and the results of actual use. To be readily accessible to every District Board in the county, this book should be placed in charge of the School Superintendent, so that when a District Board has determined to build a new house, they can refer to the book and select a plan which will give all the details, as well as the probable cost of the building, and thus save themselves much time and worry, and secure to the district a school-house that will be a real credit, at no greater expense than would be

incurred in the erection of a *guess-work* structure. The location is perhaps of more importance than the style of building, and demands better judgment than the selection of the plan; for on the location depend the success and perpetuity of the particular school—for, to have a *school*, we need not only a proper building, but a suitable number of children.

When it is determined to locate a new house the District Board should lay aside all personal interest in the matter and remember that the school lot is public property, acquired with the money or by the good-will of the people, and that it should be located so that it may be available to the greatest number of those whom it is intended to accommodate. In the country, where land is generally cheap, it is a great mistake to purchase a small lot; for if our hopes are realized and our State settled up, as it should be, the children will be necessarily confined to their own territory, and should have room.

Less than one acre ought never to be purchased for a school lot in the country, and we consider two acres *small enough*. In selecting a site for a school-house, District Boards should never let their choice be influenced by a hope of *reward* or a fear of punishment. An acre of ground, or even two acres given by an individual to secure the location of a school-house where *he* wants it, and where it would not be convenient to a majority of the children, is a *dear gift to the* people of the district. The trustees, with the advice of the Superintendent, ought first to determine the proper place to build a school-house for the accommodation of the neighborhood, without regard to the individual preferences of the *trustees* or any one else; and then they ought to acquire the title to the desired amount of land. Of course, if they can get the owners of the land upon which they propose to build to give them the quantity they desire, it is their duty to do so; but if they cannot, then it is their duty to purchase it, and not go off into one corner of the neighborhood because some one will give them the land they need, or build it on some angle in the forks of the road because it is cheap. It is the duty of the Superintendent to watch this matter closely, and to see that school-houses are properly located and built.

HON. J. L. M. CURRY, Agent of the Peabody Education Fund, by invitation, delivered an able, eloquent, and instructive address before the Legislature of Virginia, in the hall of the House of Delegates, Thursday evening, January 10th, 1884, on the general subject of public educa-

tion, in which he reviewed the whole field of public instruction in Virginia, from the first settling of the colony up to the present time, making many practical suggestions as to the legislation necessary to perfect and strengthen our present public free-school system—laying great stress upon Virginia's need of normal schools to educate teachers, and Teachers' Institutes to inform, improve, and strengthen those who are already engaged in teaching. In his lecture he paid a just and deserved tribute to Dr. Ruffner for his great zeal and wisdom displayed in the early formation of the system.

We applied to Dr. Curry for his address for publication ; he replied, expressing regrets at not being able to furnish it, on account of lack of time to write up his notes. It would be an important addition to the public-school literature of Virginia, as it is brimful of startling facts and wise suggestions. We hope the Doctor will reconsider the matter, and, when time from other pressing engagements permits, will write up the address for publication.

CENSUS BLANKS.—Great care was taken in getting up the last blanks, for the return of census of teachers, to make the questions plain and explicit ; and not content with giving specific directions on the margin of the sheets as to how each column must be filled, an additional circular was prepared and forwarded, calling special attention to the instructions ; but, judging from the few returns received from superintendents, they have neither *read* the instructions on the *margin*, nor in the *circular*, but have gone blindly ahead, and consequently made many blunders in their answers to the plainest questions. We hope they will read the instructions and fill up the columns as directed, giving all the information required.

The returns are of no use whatever unless *accurate*, and they will be returned to superintendents for correction until patience is exhausted, and then the law will be allowed to take its course. Fortunately but few of the superintendents have reported the census for 1884, and, *unfortunately*, we have been compelled in every instance to return them for correction. Failure to give the *actual* age of teachers is the most prominent omission.

WE have had printed a full supply of price-lists of text-books, and can furnish Superintendents the number needed.

CONFERENCE OF SUPERINTENDENTS.—Remember, that the Conference will be held in March, or if the Legislature shall not have adjourned by that time, immediately after its adjournment. Due notice of the time will be given. Many questions of great importance will be presented to the Conference, and all the Superintendents are expected to attend.

Dr. Curry promises us Teachers' Institutes again this summer, and it is desirable that the Conference shall suggest the best locations for the same. It would be well for Superintendents to thoroughly canvass the matter before the meeting of the Conference, in order to be able to state what particular inducements their respective sections will offer in the way of buildings, board, transportation facilities, &c., to secure the Institutes.

THE Board of Education have sent in to the Senate for confirmation the names of the following Superintendents of Schools:

Henry C. Slaughter, Danville.

B. G. Reynolds, Essex.

Rev. F. D. Surface, Montgomery.

E. H. Campbell, Orange.

Rev. A. P. Funkhouser, Rockingham.

J. R. Dole, Southampton.

WE have had occasion to send out blanks for the names, date of qualification, ending of terms, &c., of School Trustees, and from the returns received, we judge the records kept in the office of Superintendents are very deficient, as many cannot give all the information desired.

This should not be, and in future the records must be so kept that this office can obtain full information upon all matters connected with the details of the system in each county.

TEACHERS' INSTITUTES.—*A Bill to amend and re-enact section 47, chapter 78 of the Code of 1873, in relation to Teachers' Institutes.*—Patron—Mr. Heaton, Senator.—*Referred to Committee on Public Institutions and Education.*—Be it enacted by the General Assembly of Virginia, That section forty-seven, chapter seventy-eight, of the Code of

eighteen hundred and seventy-three, be amended and re-enacted so as to read as follows :

§ 47. The Board of Education shall have power, at its discretion, to invite and encourage meetings of teachers at convenient places, and to provide addresses to be made before such meetings, touching the processes of school organization, discipline and instruction : provided, that no public money shall be expended for the purposes of this section ; *that no school shall be closed during such meetings ; that no teacher shall be compelled to attend such meetings, nor be paid for attendance.*

The amendment proposed to the section is printed in italics, and, *if adopted*, will effectually prohibit the holding of Teachers' Institutes.

OUR thanks are due Hon. Howard Douglass, President of Board of Education of the School District of Cincinnati, for bound copy of annual report of said Board for school-year ending August 31, 1883.

SUPERINTENDENTS' CONFERENCE.—As we desire to make this meeting a success, we hope Superintendents and others interested will give their views as to what the programme should embrace. Let us hear from you at once.

Virginia's Students in Nashville Normal College.

UNIVERSITY OF NASHVILLE,
STATE NORMAL COLLEGE,

January 11, 1884.

HON. R. R. FARR,

State Superintendent of Public Instruction :

DEAR SIR,—I beg leave herewith to transmit for your inspection a

STATEMENT

of the average rank, etc., of the students from Virginia holding Pea-

body Scholarships at the Normal College, at Nashville, Tenn., for the period ending December 31st, 1883.

	Scholarship year.	Number daily sessions absent.	Class-work, including examinations.
Virginia M. Brown.....	2nd	0	83 $\frac{1}{4}$
Mattie L. Carnefix*.....	2nd	2	65 $\frac{1}{4}$
Mary P. Caruthers.....	1st	3 (ex.)	79 $\frac{1}{4}$
Mary Rohleder.....	1st	0	90 $\frac{1}{4}$
Georgie M. Shearer.....	2nd	11 (ex.)	76 $\frac{1}{4}$
Maud W. Tappey.....	2nd	1	88 $\frac{1}{4}$
Annie C. Thacker.....	1st	8 (ex.)	91
William L. Andrews.....	1st	30 (ex.)	89 $\frac{1}{4}$
Robert H. Keeney.....	2nd	0	88 $\frac{1}{4}$
William W. Millan.....	2nd	2 (ex.)	88 $\frac{1}{4}$

* Left.

Yours sincerely,

EBEN S. STEARNS,
Chancellor, &c.

"Seventy-five is a fair average, and entitles the student to continuance in his class and progress with it."

We are sorry to see from the above report, that *some* of the Virginia students are going *back* in their class-work. We had expected to note an improvement, and are disappointed. Won't the Virginia students do better in the future?

Department of Superintendence.

NATIONAL EDUCATIONAL ASSOCIATION.

We have received a letter from Hon. Bernard L. Butcher, President of said Department, urging us to call the attention of County and City Superintendents of Virginia to the importance of the regular annual meeting, which takes place in Washington, D. C., February the 12th, 13th, and 14th, 1884.

Many subjects of great interest to school officers will be discussed

by able and experienced educators. The following subjects and lecturers are named in the advance programme :

INDUSTRIAL EDUCATION.

A. P. Marble, Superintendent of the Worcester city schools, Massachusetts, will present this subject under the head of "Public Instruction in Industrial Pursuits." Professor John M. Ordway, of the Massachusetts Institute of Technology, Boston, will present a paper under the head of "Hand-Work in Schools."

SOUTHERN EDUCATION.

Major Robert Bingham, of Bingham School, North Carolina, will present this subject under the head of "Educational Status and Needs of the South." Dr. J. L. M. Curry, General Agent of the Peabody Fund, Va.; Dr. J. W. Dickinson, Secretary State Board of Education, Mass.; Dr. G. J. Orr, State Superintendent of Georgia; and Hon. LeRoy D. Brown, State Commissioner of Schools, Ohio, are expected to discuss this subject also, in its relations to National Aid.

SUPERINTENDENTS' DUTIES.

"How Best a State Superintendent May Advance Popular Education." Dr. E. E. Higbee, State Superintendent of Pennsylvania, will open the discussion of this subject, and be followed by a number of State Superintendents in short addresses.

INDIAN EDUCATION.

The progress of Indian education will be presented by the United States Government Superintendent of Indian Education, Mr. Hathworth, and will be followed in short addresses by General S. C. Armstrong, of Hampton School, Va.; Captain R. H. Pratt, of Carlisle School, Pa.; and Mr. Herbert Welsh, of Philadelphia.

RECESS OR NO RECESS.

Dr. W. T. Harris, L. D. D., of Concord, Mass., late City Superintendent of St. Louis, Mo., will read a paper favoring recess.

Professor S. A. Ellis, Superintendent of the Rochester City schools, N. Y., will present a paper advocating "No Recess."

THE NATIONAL EDUCATIONAL ASSOCIATION AT MADISON, WIS., IN
1884.

This subject will be presented by the President, Hon. Thomas W Bicknell, Boston, Mass.

ARBOR DAY IN THE PUBLIC SCHOOLS.

This subject will be presented in short addresses by Dr. B. G. Northrop, of Connecticut, and Dr. J. B. Peaslee, of Cincinnati, O.

COLOR BLINDNESS.

Dr. B. Joy Jeffries, of Boston, Mass., is expected to be present to give some of the results in short of some most valuable and interesting experiments made by him upon this interesting subject.

READING.

Several City Superintendents will present some interesting recent, successful, and practically very valuable experiments and advances in the matter of cultivating a love for reading and inducing the pupil to read the best literature.

Each address is expected to be followed by three to five short addresses by persons invited beforehand, after which general discussion will follow, in which, of course, all will be invited to participate.

Application for reduced rates on the railroads from all the leading centres will be secured as far as possible. For information upon this subject apply to H. R. Sanford, Secretary, Middletown, N. Y. Reduced rates have been secured at the Ebbitt House for members and visitors.

We hope all the Superintendents who can possibly make it convenient to do so will attend this meeting. The subjects named embrace some of the most important questions which now engage the attention of the educational world, and the distinguished men named in connection with these discussions give promise of a rare intellectual treat to all who may be so fortunate as to be present. Numbers of the Superintendents are within easy reach of Washington City, and can enjoy the benefits of this meeting without incurring much expense. We are anxious that all Superintendents who can will attend.

Items from Reports of Superintendents for December.

ALBEMARLE COUNTY.—L. A. MICHIE, Superintendent: "There are a few vacant colored schools, which will be filled as soon as *competent* colored teachers can be procured for them. The schools of the county, with very few exceptions, are progressing satisfactorily."

APFOMATTOX COUNTY.—J. B. BRISTOW, Superintendent: "Three houses for white schools have been completed, and schools will be opened in them January 1st, 1884. One house for colored school, heretofore reported under contract, is slowly reaching completion, and will be ready in time to open school early in the new year. Another house for colored school has been put under contract, to be ready at an early day. The school is held in an uncomfortable house, temporarily. Several colored schools have not been opened for want of teachers, though plans have been put on foot which we hope will soon secure good teachers for these schools. In some cases we can employ the same teachers to conduct schools in different houses after they have taught one term. The District Boards are all at work in close conformity to the law. They have *regular* meetings and transact business in order, making a record of every item. This is the case with regard to *all* the boards, the first time since my connection with the schools and for sometime previous thereto."

AUGUSTA COUNTY.—H. S. ROLLER, Superintendent: "I have now all schools in operation, although some are not reported this month, from the fact that they commenced late in December. From *general* knowledge, and personal investigation during visits, I feel no hesitancy in testifying that, with few exceptions, my teachers are earnest and efficient, and my schools prosperous and encouraging. I have made it a point to visit my young and inexperienced teachers during the early part of the session, and have been gratified with the progressive spirit which prevails in their schools. My first Institute would have convened last week, but scarlet fever was so prevalent and malicious in the village fixed upon for convention, that I have postponed until the last of the month."

BLAND COUNTY.—JAS. T. TAYLOR, Superintendent: "During the month of December, our schools made the best "daily average" on record. With few exceptions, our schools are moving on grandly; though our salaries are low, the teachers are working on bravely, hoping for a brighter day to dawn. We are getting some splendid houses "out in the waste places." We have a few 'thorns in the flesh' which we hope to remove this year."

CHESTERFIELD COUNTY.—E. S. ROBINSON, Superintendent: "Our schools are as prosperous as we could wish them. Our teachers are promptly paid. Our treasurer never turns away a teacher if it be possible to pay him or her. Our schools as a general thing, are amply supplied with fuel, etc."

CRAIG COUNTY.—P. O. REYNOLDS, Superintendent: "The new regulation of the Board of Education as to average, is having a fine effect in this county. We have larger schools and more regular attendance."

CULPEPER COUNTY.—JNO. W. COLVIN, Superintendent: "Fifty-five schools are now in operation, and another will commence in a few days. One new house was finished this month. The average this session has been very good. In several districts the schools will run eight months. We are expecting a successful year in educational work."

DANVILLE DISTRICT.—GEO. W. DAME, Superintendent: "The weather, roads and mails have kept back the reports of thirteen white and five colored teachers. Had I been able to wait longer, so that they could come on, judging from their previous reports, the enrolment would have been increased 300 white, and 177 colored, giving a total of 2,469; which, with my city enrolment of 957, would give as my whole enrolment 3,456, which will do for one-half of a county."

ESSEX COUNTY.—B. G. RENOIDS, Superintendent: "You will perceive that the schools are much larger than they were in December, 1882. All the schools that are in operation, with few exceptions, are making their daily average, and are in a flourishing condition. All the colored schools are not yet supplied with teachers. It seems almost impossible to get good colored teachers. I have written to Hampton, Petersburg, Richmond and Washington."

FREDERICKSBURG.—DAN'L RUGGLES, Superintendent: "The public schools, white and colored, are progressing satisfactorily and apparently gaining in public appreciation. The construction of school houses has been somewhat impeded but not entirely suspended on account of inclement weather."

GILES COUNTY.—G. T. PORTERFIELD, Superintendent: "The school year thus far has been the most prosperous in the history of schools in this county. We have had one school house burnt, and have erected four very good ones at a total cost of \$1,050. I have nothing to regret if I continue as successful in the future as I have been in the past, in arousing more interest in the schools."

GLOUCESTER COUNTY.—R. H. FRANKLIN, Superintendent: "I am happy to be able to report a steady and considerable increase on roll and in attendance over last term's report to date. The two months of term for which reports are in, show a gain on roll of 44 per cent, and a gain in average attendance of 53 per cent. This is, I think, due mainly to two causes—better schools, and visitation by teachers."

GRAYSON COUNTY.—WM. S. HALE, Superintendent: "The citizens of Independence (Court-house) have under way an excellent building for the use of the High School at that place. They expect to complete it by the beginning of the next school year. It will be the largest and most commodious school building in the county, and has been long needed."

HANOVER COUNTY.—J. L. VALENTINE, Superintendent: "All of the teachers have not reported for the month of December, owing to the fact that some did not open early enough in the month to teach twenty days before Christmas. One school house has been built in Ashland District, during the month, and one commenced in Beaver Dam District. There is still some "factions opposition" to some of the schools, which I hope will soon subside entirely."

HENRICO COUNTY.—D. E. GARDNER, Superintendent: "Our colored schools are overflowing with an increasing demand. Some of the white schools are declining—the chief cause, I believe, lies in the fact that the white children are beginning to go into the business pursuits of life. In a few cases, I fear the teachers are not fully up to their work. We enter upon the new year under very auspicious circumstances—free from debt—with good houses (thirty-two owned), one now being built. Our next effort will be towards supplying our houses with better furniture, and other important school-room appliances, such as maps, globes, charts, etc."

KING GEORGE COUNTY.—WM. MCDANIEL, Superintendent: "Most of the schools are in a flourishing condition. During the year I have built three good framed school houses, and thoroughly repaired several others."

LEE COUNTY.—JAMES H. GRAHAM, Superintendent: "We will extend the schools to six, and in one district, to seven months this year. In one district the term will not be extended. Our schools have done well this year. I have given more attention to building good houses this than any previous year. We have built fifteen or twenty good houses in the last twelve months, and expect to build several more by the time we open schools another year."

MONTGOMERY COUNTY.—F. D. SURFACE, Superintendent: "Our schools have all opened except one colored school, and a teacher is engaged for that. We have had considerable difficulty in securing competent colored teachers, which fact has forced us to open some of the colored schools later than usual.

Our teachers are being paid promptly for their services. Trustees and teachers are doing their full duty with few exceptions. Percentage of attendance, eighty, which is very creditable to the teachers of Montgomery county."

NORFOLK COUNTY.—JESSE E. BAKER, Superintendent: "The Institute held at Portsmouth, was generally attended by the teachers,—there being but three absent—and great interest was manifested by all.

The main feature of the occasion was the exhibition of classes and class work by teachers who had attained proficiency in teaching, and had accomplished marked results."

PATRICK COUNTY.—J. A. TAYLOR, Superintendent: "The schools of the county are in successful progress under the charge of a corps of as competent teachers as could be procured, and the prospect for a successful term is one of promise for public instruction."

ROANOKE COUNTY.—M. P. FRANTZ, Superintendent: "We now have all the schools we really need—most of them running well, and nearly all of them averaging over twenty. Average attendance for each teacher twenty-six.

Our teachers' Institute held at Salem the 20th and 21st December, was a success, forty-nine of the fifty-three white teachers of the county present. Mrs. M. M. Armstrong read the first essay ever read before a teachers' Institute in Roanoke county by a lady, on the subject: "How to secure punctual attendance at school."

The lady teachers introduced most of the subjects by well prepared essays, and the gentlemen discussed each subject *extempore*. The following topics were presented:

School Discipline, by Miss M. M. McCauly; Primary Reading, by Miss L. W. Dennis; Grammar, by Mr. M. C. Jeter; Map Drawing, by J. G. Kent; Parental Co-operation, by T. E. Royall; Calisthenics, by Miss E. W. Parrish; History, by W. M. Graybill.

The colored Institute held at Roanoke on the 27th and 28th December, was also well attended. Sixteen of the twenty teachers in the county being present. These Institutes were conducted differently from any heretofore held in the county. It had been the custom to have present an experienced lecturer to do all the talking. This year the teachers were thrown on their own resources to give interest to the occasion; and this arouses an interest and enthusiasm seldom excited by sitting passively and listening. Our teachers seemed pleased with their meeting, and return to their work with renewed energy."

RUSSELL COUNTY.—E. D. MILLER, Superintendent: "A very pleasant and profitable Institute was held in Cedar Hill Academy, December 26th, 27th and 28th, the County Superintendent presiding, and Professor Hutton acting as Secretary. The attendance of teachers, trustees and people was good, considering the inclement weather and high water. Twenty-six teachers present, all of whom took great interest in the meeting, and a majority an active part in the exercises.

Some of the school trustees showed their intelligence and public spirit by co-operating with the Institute freely. The arrangements for the accommodation of the Institute, teachers, and visiting citizens were admirable—citizens hospitable and teachers intelligent. On motion, resolved to meet again the first Wednesday in May next, at Honakersville, New Garden District. The Superintendent Public Instruction is requested to attend."

SHENANDOAH COUNTY.—W. W. LOGAN, Superintendent: "Our Teachers' Institute, held on the 6th and 7th instant, was one of the most interesting ever held in this county. Out of 101 teachers employed in the schools, 100 were present. The Superintendent of Page county, and many other friends of education were with us. The spirit of improvement manifests itself in every department of school-work—among the trustees, in providing better houses and appliances, and among the teachers, in preparing for their work."

SMYTH COUNTY.—A. G. PENDLETON, Superintendent: "I held my annual Teachers' Institute in Marion, on the 5th, 6th and 7th December, 1883. Sixty teachers were present, and great interest was manifested by all in the cause of public schools. It was the best Institute I have ever held, and it made the best impression upon the public ever before made. The institute determined to issue and support an educational paper called *The Teacher's Friend*, a copy of which I herewith send, and call attention to some articles read at my Institute which I think good.

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Editor of Official Department,

R. R. FARR, . . . Superintendent Public Instruction.

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THE Educational Journal of Virginia.

Vol. XV.

Richmond, Va., February, 1884.

No. 2.

The Modern Classical Course.

By Professor F. V. N. PAINTER, Roanoke College, Va.

1. A distinguished writer has defined education to be "preparation for useful living." This definition is undoubtedly correct. According to this conception, education involves two factors, namely, discipline and knowledge. The former gives the power to acquire and use truth; the latter truth to be used. The distinction thus made, however, is only a logical one; in reality, discipline and knowledge go together. The body cannot be developed by exercise without food, nor the mind without knowledge.

In arranging a college course, two mistakes are possible. On the one hand, studies may be adopted too exclusively for their disciplinary value; on the other, for their utility as sources of valuable information. As far as possible, those studies should be chosen which, in connection with useful knowledge, or value for practical life, give the best discipline.

2. There exists a wide-spread dissatisfaction with the unmodified ancient classical course. In the discussions of the past year, this fact has become very manifest. In Germany, this dissatisfaction has found practical expression in the establishment of "real schools," which omit Greek entirely, restrict Latin, and provide extended courses in the modern languages and natural sciences. In this country, it has given rise to our various elective, scientific, and philosophical courses, which, however much they may differ in other respects, agree in reducing the amount of Latin and Greek. Even in the ancient classical course, these languages have been retired somewhat from the prominence formerly given them.

This dissatisfaction is no doubt lasting. It seems to be justified by substantial reasons. The ancient classical course is believed to make too much concession to the disciplinary part of education. It does not give, as many conceive, the best preparation for useful living. It

owes its origin to a time when Latin was the language of business and science, and Greek the store-house of a great literature, accessible only through that language. This age of great national growth, of close international relations without a common language, and of marvelous progress in every department of learning, seems to demand a corresponding change in its course of educational instruction. Some of the leading arguments usually adduced in favor of the prominence given to Latin and Greek, as for instance, that those languages are necessary to gain a knowledge of ancient life and thought, are regarded as fallacious.

3. The principal alternative course has been the scientific. This course omits Greek, reduces the amount of Latin, and provides, in connection with additional studies in the modern languages, extended instruction in the natural sciences. It corresponds essentially to the "real schools" of Germany. As compared with the ancient classical course, it reduces the amount of linguistic study nearly one-half. By an undue substitution of natural science for linguistic studies, the scientific course seems to give too much importance to the knowledge factor in education. The acquisition of the facts laid down in our text-books on natural science, cannot be very valuable as a disciplinary exercise. It involves chiefly the memory. It is not of a nature to give the manifold and thorough discipline acquired by the study of language.

After a considerable period of trial, the scientific course is coming to be regarded as a defective educational instrumentality. Amherst College has abolished it. The philosophical faculty of the University of Berlin has declared that "the preparatory education acquired in the "real schools" is, taken altogether, inferior to that guaranteed by the Gymnasia." It seems probable that in the near future the scientific course will occupy a very subordinate position.

4. The modern classical course, which it is the object of this article to advocate, seems to avoid the mistakes of the other two courses. It makes a partial substitution of modern for ancient languages; at the same time, it gives Latin and Greek a place of importance because of their grammatical excellence and etymological relations to the English. It makes linguistic study the basis of education. While making ample provision for the training of the mind, it keeps in view the relations and needs of modern life.

The nature of this course will appear more fully from a specific statement of the changes proposed. For the degree of Bachelor of Arts, our Southern colleges require from four to six years in Latin,

It is believed that these advantages, which for many students seem to surpass those of any other course, must commend the modern classical course, in fact if not in name, to every candid mind.

III.

9 and 7 are 16, then 9 from 16 leaves 7, and 7 from 16 leaves 9.

As in addition, we would also teach to subtract a single figure from any number of two figures, with a similar key, as 3 from 68 leaves 65, because 3 from 8 leaves 5; 3 from 21 leaves 18, because 3 from 11 leaves 8.

We would also use the same tests as in addition, pointing at numbers up to 18 to take any figure from; dictating several subtractions to class to write remainders on slate; &c.

Besides, we would give mental practical questions and oral drills combining + and -; as: $5-2+7+9-3-2+8-1-6+5=20$; and as one way of getting many such oral drills, take the numbers in any oral drill in different orders; as, the above:

$$7+9-3+8-2-1+5-6-2+5=20; \text{ \&c., \&c.}$$

We teach subtraction fully after multiplication, because multiplication is immediately connected with addition, the carrying being the same as in addition and the only difference being the multiplication table. We, however, finish our remarks on subtraction first.

We explain the method of subtracting large numbers objectively by means of dollars, dimes, cents; as:

\$	d.	c.
3	2	5
8	9	

and then teach to subtract large numbers by a mechanical rule; also, as tests of subtraction table:

$$\begin{array}{r} 1189364950 \\ 22222222 \end{array} \text{ \&c., } \begin{array}{r} 193625440 \\ 88888888 \end{array} \text{ \&c., to subtract.}$$

But when able to subtract accurately, return to the analysis of the work. We would also introduce the scholars to the terms, minuend, subtrahend and remainder, as we would introduce them to a person.

Here, as everywhere else, we notice the case of o's particularly, and notice the *special* difficulty of sometimes carrying and sometimes not carrying. We do not use the *new method* of subtraction because it leads to more mistakes.

Observe also the steps:

1. Subtracting when the top figures are all larger than the bottom.
2. Subtracting when some of the top figures are smaller than the bottom.
3. The case of a number of o's in top number.

Also give practical questions in small and large numbers in subtraction, and in addition and subtraction combined.

This is a good exercise, take any number as 984657320
 98465732 , annex a 0, and subtract the number 98465732
 ten times. The last remainder should be 0.

The 0 in the minuend might be made any figure, as 8, and then the remainder would be 8.

Might also multiply any number by 40, &c., and require to subtract the number 40 times from the product—sometimes given as a task to scholars kept in.

* We teach subtraction thoroughly by the old method in a week.

Map Study.

How would a man, free to choose his own method, study the geography of a township five miles square? Evidently by direct observation. He would trace out the boundaries, find the springs, follow the water-courses, the hills, and the valleys, locate the forests, villages, and isolated buildings, and take note of minerals, vegetation, and productions. This would be an original, first-hand study, and would furnish the fullest and freshest knowledge that he could in any way acquire. This is, in fact, the way in which all original geographical study is done, and all real knowledge of the surface of the earth obtained.

Suppose, again, that the man, for any reason, cannot study the township in this way, but is shut up to a colored map and a written description—what then? Evidently he will make the map and the description take the place of a personal survey, as far as possible. He will trace out, on the map, boundaries, water-courses, hills, and valleys, and locate forests and villages just as though he were studying nature. In his imagination, the pictured representations of things become real and substantial things. Not only so, his imagination will fill in a multitude of things that can be represented only imperfectly, or not all, on paper. To a certain extent, the written description must supplement the map; but he will not be content to take the description for more than necessary. In a large sense, the map will

* Pendleton's Arithmetic Cards give a large number of examples for drill in subtraction.

stand to him in the room of nature ; the township itself will be ideally present to his mind. And this is just the way that a state or country should be represented in a geography studied in school. Perhaps for some teachers these general hints will be sufficient ; but for others, it will be useful or necessary to go into detail.

The teacher should see to it that the pupil goes about his work in the right way ; she must teach the pupil *how to study a map*. She will not allow the pupil to pick out the map questions one by one, and then turn to the map for answers to be memorized ; in fact, the map questions in a well prepared geography are, for the most part, guides to intelligent map-study ; and the teacher who is content to have her pupils proceed by the question-and-answer method does them a great wrong. She will rather put before them a map, say, of Ohio, and lead them to study it. She will say : "Children, we are going to study this map. It is a picture or representation of the surface of Ohio. We are going to see what we can find here. Trace out these boundaries ; see the direction in which they run ; notice the States that surround Ohio, and the order in which they come ; the relation in which they stand to each other ; see, too, the rivers that separate Ohio in part from other States, and from *what* States ; observe any other body of water that may touch the State, and where. Now, children, turn your eyes away from the map, and think of Ohio as placed in the midst of these States and bodies of water. What is north of Ohio, what east, what south, and what west?" Having thus led the children to grasp the environment of Ohio, the teacher will next lead them within the boundaries of the State. The pupils should now be called upon to study the form of the State, and its size. Its size as compared with the surrounding States should be observed, not indeed in statistics of square miles, but as measured by the eye—relative map size. Breadth should be compared with length. She will, in a similar way, lead them to study the great water-shed ("or divide") that separates the waters flowing north to the Lake from those flowing south to the River, causing them to observe in what part of the State it is found, and in what direction it runs. Then she will lead them to study, in the same way, the water-sheds that run at right angles to this one, forming the basins of the streams that flow into the Ohio and into Lake Erie. This study of water-sheds will lead to two general conceptions : two planes sloping from the great "divide," one north to the Lake and one south to the River ; and each of these as cut by ridges running nearly at right angles with the "divide." The way now being open, the teacher proceeds with the study of the rivers.

She says: "Children, we are going to see what rivers we can find, and where they are. You see that some of them run to the Lake, some to the Ohio River. This enables us to divide them into groups or "systems." Now we will take them up one by one, beginning in the Northeastern part of the State. What is the name of the first one? In what part of the State does it rise. In what general direction does it flow? Where does it empty?" Then the second will be taken up in the same way, then the third, and so on. Then the rivers of the southern system will be similarly studied. Next will come the cities, care being taken to locate them correctly as respects the part of the State that they are in, and the rivers that they are on, if any.

Then a few great lines of railroad should be studied, the pupil observing the general direction in which they run and the leading cities which they connect. A few principal counties should be located; at least Hamilton, Franklin, and Cuyahoga Counties. No harm will be done, but good instead, by putting upon the blackboard a map of the Western Reserve, with the counties properly marked, and requiring the pupils to study it carefully. Along with this map-study should go a certain portion of the descriptive geography. This will be sufficient for an outline study of the State. It will be seen that it includes only the most general facts. Later it will be necessary to study the State, particularly Ohio, more carefully, filling in a considerable number of details herein omitted.

It will be observed that the above remarks do not cover the whole ground of geography. They relate to map-study, and to the descriptive work only so far as it relates directly to the map. So far as it goes, this method should be pursued in the study of all States, countries, or other geographical units; first, the whole, then the parts; first a general outline, then a filling in. How far the process shall go in the filling-in, will depend upon a variety of facts. In some cases, such an outline as is sketched above is all-sufficient, and more detailed work is not called for. In other cases, as in the more important States of our Union and the leading countries of Europe, nearly all the work found in the text-book should be done. For a general guide perhaps nothing better can be given than the following:

The geographical facts pertaining to different parts of the globe should be taught with different degrees of fullness. The principles that should govern are easily discoverable; some of them may be here set down: 1. First of all comes the United States. The pupil is more interested in his own country than in any other; also, in his own State. 2. Business and commercial connections may be noticed. 3.

Historical connections are very important. 4. The places that countries and peoples occupy in literature are hardly less important than historical connections. 5. The relative prominence of countries in the world of to-day is a cardinal fact. After North America, the geography of Western Europe is more important to the American child than any other part of the world. England, Germany, and France have most importance to most American children on historical, literary, and commercial grounds. England more than any other.

The model presented above, based on the State of Ohio, will not be full enough for an outline in every case. Ohio contains no mountains, no considerable inland waters, has no capes or deserts, and is destitute of other physical features often found.

The point that is all-important here is to lead the pupil to study the map questions. If this method is wisely followed several advantages will follow: 1. The pupil will seem to be finding out things: he will seem to be on a voyage of discovery; and will share the interest and delight that always attend such experiences. 2. He will, by degrees, so work the map into his mind that it will become a picture. 3. This ideal map will serve as a skeleton or frame-work in which, both then and afterwards, a great number of facts can be readily grouped so as to bind them together into a whole by natural principles of association. It is the nearest possible approach to an original survey.

The other method, and perhaps the one most frequently pursued, is for the pupil to take up the map questions and search out the answers one by one, never combining them in a general view or picture, but leaving them fragmentary and isolated. A great many useful facts may be learned in this way and be carried in the memory, but they are no more the geography of Ohio, or any other State or country, than a handful of disjointed and scattered fish-bones are a fish. That the pupil's knowledge may be real knowledge—that it may have living power—it must be organized; and the above method of study will lead to its full organization.

The teacher must not, indeed, suppose that the map questions are useless, and therefore to be discarded. It may indeed be said that the school geographies would be better adapted to their use if they contained no map questions, since then the pupils would be compelled to study maps structurally; but, probably, the weight of argument is on the other side. The map questions will do no harm if the pupil is not allowed to use the question-and-answer method, but is required to study maps; on the other hand, they will do good as indicating the kind of map-study desired, and as furnishing a measure of the ex-

tent to which it shall be carried. Besides, it will be found that the pupil, when he has well studied his map, as above directed, will have learned all the map questions that are really important.

Here it should be added, these directions to teachers must not be literally followed in one respect. In the beginning, the pupil will need to be carefully led along step by step—boundaries, surroundings, etc., in their order; but after a time he should be left mainly to himself in the preparation of his lesson, for he will have learned *what* he ought to learn as well as *how* to learn.

Reference has been made to the work of the imagination in studying geography. This is very important. Perhaps the child's greatest trouble is that the things with which he deals do not strongly impress his mind. The mountain or lake is a trick of shading, the river is a line of ink, the whole map is a picture. Only the imagination can make these representations real to him. Hence a large observation of external nature—field and forest, hill and valley, mountain and river, land and water—will be of incalculable benefit to the child; the child who has seen little of the country, or has never seen it at all, is at a great disadvantage. Here the teacher will meet one formidable difficulty. Many of her pupils will not have an experience of nature large enough to interpret to them the words of the book and the map. This difficulty she will struggle to remove, stimulating the imagination of her pupils by drawing out from their minds such experiences as they have had, and presenting to them new illustrations. She will thus seek to give some adequate conception of what the terms river, mountain, desert, country, etc., mean. The advantage of thus appealing to the imagination is two-fold: it is essential to the successful study of the matter in hand; it is valuable as an educator of this power of the mind, which has so much to do with the affairs of life. In fact, there is no other study taught in common schools so well adapted as geography to the development of the imagination.

Geography-teaching should, for the most part, turn on the large facts. Large mountains or rivers are more important than small ones. Emphasis must be put upon the structural facts; upon general features. A river system is more important than a particular river; a mountain range than a particular mountain. The Southern Ohio slope is a more important fact than the valley of the Scioto; the Amazon valley more important than the Maderia; the Rocky Mountain range than Mount Hood or St. Elias. Then the larger facts are a frame-work for the smaller, just as the large geographical features control the small ones.

This paragraph, cut from an educational journal, is a good hint:

The subject of railroad geography does not receive the attention it deserves in schools. After the physical and the ordinary geography of our country is known, there should be a thorough training, from the railroad maps that can be easily procured at any general ticket office on the great routes of travel. American civilization is now deepening all its channels along these great routes of intercourse. The leading commercial towns, even the educational centers, are found on these lines; and a school-boy ignorant of this feature of American progress is all afloat in his practical estimate of home geography.—*Supt. B. A. Hinsdale's Directions to Cleveland Teachers.*

Friday Afternoon.

In answer, says Supt. G. O. Mastin, to a letter of inquiry asking for suggestions relative to "Friday Afternoon Exercises," a leading and progressive teacher wrote this: If I were teaching in a country school I should make my Friday afternoons the happiest half-days of the week. With this object and that of instruction in view, success will surely follow. Pupils may be led to do much work, under the impression that they are playing. Among the many things that you may do, the following are presented as examples:

1. Have a pronunciation test. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable the earnest pupils to consult the dictionary.
2. Devote twenty minutes to "spelling down," using a list of words commonly misspelled.
3. Have a chart or map exercise.
4. Read a short sketch, and have the pupils reproduce the thought orally or in writing.
5. Give out work, either orally or from blackboard, requiring work in addition, subtraction, multiplication and division combined. Teach squares of numbers.
6. Let each pupil give a sentiment from a standard author. If possible, induce the pupil to develop the thought in his sentiment. (Language lesson).
7. Put queer "queries" on the board for investigation. Do this a week in advance. It will stimulate observation. Parents will grow interested.
8. Require pupils to answer rapidly ten questions about current

events, dates, places, persons, etc. Number the answers from one to ten, and criticise as in written spelling lessons.

9. Give a practical lesson in civil government.

10. Conduct an exercise in false syntax. This work is very practical. Require pupils to correct sentences without giving the grammatical reasons. In this way you can do much to teach the true use of the verbs *teach, lie, sit, lay, set*; the true use of the past tense and past participle of irregular verbs; and also discountenance many vulgarisms. It is better to do this than to teach the list of Presidents of the United States.

11. Require old pupils to write, fold properly, inclose and address a letter of some kind.

The above are among the things that pupils can and will do. You cannot expect to bring about all of these results at once. It is an easy matter to state *what* to do. But it takes time and patience to learn *how* to do these things. When the very young pupils grow weary, let those of them who prefer it go home. You need not hope to secure the willing co operation of all your pupils. If half of them try at first, you may feel encouraged. Giving sentiments is a pleasant exercise. Every teacher should own an Emerson or a Longfellow calendar, and place it in his school room. If you know of anything in addition to the above that adds interest to the above suggestions, please let the teaching fraternity hear from you. If the plan of having "Friday afternoon" exercises impresses you favorably, don't fail to attempt it, no matter how small your school, nor how unruly, nor how limited your supply of books and appliances, nor how brief your experience. But of one fact you may be assured: Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.—*Practical Teacher*.

Problem.

To divide a plank in the form of a trapezoid into two parts equal in area by a line drawn parallel to the two parallel bases of the trapezoid.

Suppose the plank to be 12 feet long, 1 foot wide at one end, and $1\frac{1}{2}$ feet wide at the other end.

ARITHMETICAL RULE.—*Square each base, add the squares, divide the sum by 2, and extract the square root of the quotient, to get the*

LENGTH of the DIVISION LINE parallel to the two bases or ends.

Algebraically, $\frac{x}{2} = \sqrt{\frac{a^2 + b^2}{2}}$, in which x represents the division line

and a and b the parallel bases (or ends) of the trapezoid.

Thus $1^2=1$; $1.5^2=2.25$; $1+2.25=3.25$ =sum of the squares;
 $\frac{3.25}{2}=1.625$; $\sqrt{1.625}=1.27475$ =length of the division line.

To find the length of one of the halves, or the perpendicular from the shorter base to the division line. *RULE.—Divide the difference of the division line and the shorter base (or end) by the difference of the two bases (or ends), and multiply the quotient by the length of the plank, or the perpendicular from one base to the other.*

Algebraically, $y = \frac{x-a}{b-a} \times \text{length.}$

Thus: 1.27475 length of division line	1.5 longer base, or end,
1. shorter base, or end	1. shorter base, or end.
.27475 divided by	.5=.54950

.54950 $\times$ 12 (length) = 6.594 = perpendicular from shorter base (or end) to division line.

PROOF: By the rule for finding the area of a trapezoid,

	1.27475	12.	1.27475
	1.	6.594	1.5
	2)2.27475	5.406	2)2.77475
	1.137875		1.387875
Multiplied by	6.594	Multiplied by	5.406
Equals	7.503147750	Equals	7.50285
	Area of one-half.		Area of the other half.

This is correct to within less than .0003 of a square foot, and might have approximated more closely absolute correctness if the root of 1.625 had been more exactly taken.

The above problem was proposed in the JOURNAL heretofore, but

the solutions sent misunderstood the intention of the problem, which is exactly stated now. The arithmetical rule is given in this number, but this rule is based on a geometrical demonstration, which it is hoped some of the readers of the JOURNAL will send to the editor. The problem seems to be of some practical interest to carpenters and surveyors.

S. T. PENDLETON.

Science in the Common School.

On the walls of a certain picture gallery in the Old World, hangs a painting, which, no less by its powerful limning, than by the subject it represents, arrests instantly the attention of every passer-by. It portrays a young man engaged in a game of chess—his antagonist, a horrid and sulphurous devil—the stake for which they play, a human soul. Substitute, in place of this grinning fiend, a calm, impassive angel, devoid of sympathy, but at the same time devoid of prejudice or passion—who makes no allowance for ignorance, feels no compassion for mistakes—who plays the game through till the final check-mate is given, with the same imperturbable stolidity, the same automatic precision—and we have, I think, no very unfair picture of human life, considered in its physical aspects alone, and in regard to the never-ending conflict with humanity on the one hand, and the laws of Matter and Force upon the other. If I have borrowed this illustration from one of our greatest living scientists, it is because it illustrates so much more forcibly than any conception of my own could do, the fact which meets us at every turn, from which there is no escape, of the utter unswervingness, the rigid inflexibility, of the laws which dominate the physical world. Each of us, man or woman, individual or nation, living or dead, has been, or is now, engaged in this conflict. Though the player on the other side be hidden from us, though we grope in darkness, if so be we may but touch the hem of His garment, though we dispute the laws laid down, and struggle frantically and blindly to escape the inevitable result, yet the game goes on. Ignorance does not extenuate, mistakes may not be corrected. Nature's laws, by which we mean the operations at work in the material cosmos, are as noiseless, yet as merciless, in their action, as a steel machine. Education is nothing more nor less than the right learning of these laws, and by just as much as an individual comprehends, and, comprehending, obeys them, by just so much are we justified in calling that individual educated.

In the words of Huxley, "That man, I think, has had a liberal education, who has been so trained in youth, that his body is the ready servant of his will, and does with ease and pleasure, all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth, working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers, as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of Art, to hate all vileness, and to respect others as himself."

But, in the present state of our pedagogical system, where is such an education to be had? Not in our preparatory and high schools; not even—with a few shining exceptions—in our colleges and universities.

The average American pupil, who leaves the common school at the age of eighteen or twenty, to face the battle of life, has as little idea of the armor he must don, or the weapons he must wield, as Ajax or Achilles had of the mysteries of the needle-gun. He may be able to extract the cube root of a surd to within one ten-billionth, and yet not know the essential difference between tartaric and sulphuric acid. He may be able to analyze the most complex and involved sentence that Robert Browning ever wrote, and yet be profoundly ignorant whether silicate or sandstone best favors the growth of wheat.

Nor does the evil stop here, or the ignorance cease with added years. I take it for granted that I am addressing an audience of more than average cultivation, and yet I dare assert, that with the exception of the few who may have received a special medical education, there is not one in ten who knows the absolute necessity for the aeration of the blood, or is aware of the intimate correlation between the muscular power and nervous action. And if the shepherds know not this, what shall the sheep do, which follow them? And yet these are facts which meet us at the very threshold of being, and on our knowledge or ignorance of which depends in many cases our life or death. Does it not behoove us then to understand these laws, to know these facts, and that, not when the knowledge comes too late, not when the Nemesis of a violated law is upon our track, but in such ample time, that knowledge shall save, and obedience prolong our life? And where, if not in the primary school, is the proper place for this instruction?

Let me briefly answer here some objections which may arise to the

views which I advance; the first one being, that it is impossible to teach a young child anything about Natural Science. Is it? You teach him the alphabet, you force him to learn the (to him) unmeaning jargon of long lists of polysyllabic words with their analyses and definitions, or the still more unmeaning croon of column after column of the multiplication table, and can you not teach him the simpler facts that fire will burn, and water drown, with their accompanying reasons and modifications? In fact, the very first questions which mark the budding of the child's intellect, are just such as comprehend natural phenomena. "What makes the sun rise and set?" "Where do the winds and clouds come from?" "What makes the earth crack open when it is dry?" These and a thousand similar questions, are asked by children every day, and if the child finally grows too phlegmatic to feel further interest in such subjects, the blame lies with those who have repressed his childish questioning, and stifled the growing thirst for knowledge. "But," says another objector, "common sense and experience will teach him these things." I have but little fear of being misunderstood by any thinker, when I assert that common sense is but another name for common ignorance. (I think some other writer has made that assertion before me, but if so, it only adds to it confirmatory weight.) Common sense taught the priests of the Italian Inquisition that the earth was flat and stationary, and Galileo languished in prison. Common sense taught the solons of our own Congress that electricity could never "put a girdle round the earth in forty minutes," and Morse was derided as a madman. Scientific sense must supplement common sense, or rather, common sense must be educated till it becomes scientific sense. As to waiting till experience teaches him, as well might you expect or allow him to test the active qualities of arsenic or strychnine by actual experiment upon himself. Experience is too bitter a teacher, for any one to wish to go to school to her, unless through sheer necessity.

Experience taught the people of Europe in the sixteenth century, that narrow streets, crowded with wooden tenement houses, and reeking with filth and garbage, were contrary to Nature's laws, but they did not learn the lesson, till, as the price of their tuition, they paid to her avenging tutors, called by men fire and plague, millions of dollars worth of property, and hundreds of thousands of human lives. "But," again it is objected, "we have no time for these things. Reading, writing, arithmetic, grammar, geography,—these he must learn; when, then, are we to find time to teach him, even if he could comprehend them, the more abstruse sciences of chemistry, natural philos-

ophy, botany, &c.?" Our answer is, teach them the same way, and to the same amount as, or we would even be content with less than, the others. Because you cannot carry a child through trigonometry, conic sections and the calculus, will you therefore teach him no mathematics at all? Because he has not time to master rhetoric, with its tropes, hyperboles and apostrophes, is it therefore not worth while that he should learn how to write an ordinary business letter correctly? Teach him one fact a day, which can be done in fifteen minutes, and by the time he leaves school, he will have such a basis of scientific knowledge and wealth as no money can supply.

But here again may arise a question, which, to us as a nation whose god is said to be the almighty dollar, is perhaps the most potential of all. "Of what *practical* benefit will this scientific education be? Will it beat ten per cent.?" We have no hesitation in saying, it will. It is true now, and will be still truer in the future, that he who, in the struggle for existence, can bring to the aid of his natural shrewdness, an accurate knowledge of physical phenomena, who can bind Nature to his side, as an unwearying, unfaltering ally, who can supplement his own weak strength by the gigantic powers of Matter and of Force, will, of necessity, surpass his more feeble competitor. Gunpowder, steam, electricity, are but modifications of Force derived from Nature by man, and wisely used to his own advantage: and within her invisible storehouse she holds millions more, waiting for him who shall have the courage to seek and the knowledge to apply them.

Such are some of the reasons, imperfectly stated, why we advocate the study of science in our common schools. As to the how and when, that can perhaps be best governed by circumstances, but I would suggest, that if, instead of the vapid "rhetorical exercises" (so called) which cling as a fungus-like excrescence to so many of our schools, an hour's talk on some familiar scientific subject were substituted, the gain would be invaluable. The question may be asked, "What branches of natural science would you teach, and in what order?" As to the order, that perhaps is immaterial, as it is the facts, and the deductions from these facts alone, which we propose to teach. As to what branches, I should answer, physiology and anatomy by all means, the prominent laws of hygiene, the fundamental facts of physical geography, or knowledge of the earth, not simply as confined to its surface, but as to the winds, tides, rain-falls, changes of seasons, diversities of climate, and kindred phenomena; some of the elementary principles of the structure of plants, their germination, growth and decay; somewhat of natural philosophy, as embracing the me-

chanical powers, optics, acoustics, hydraulics, &c., not neglecting the lower strata of chemistry, geology and biology. One word more, to correct any possible misapprehension which may arise in regard to the term, scientific instruction, by which we do not mean to imply the drilling into the pupil's head, by rote, the technical phraseology or terminology of any particular science, but imbuing his mind with the prominent facts, supplemented by the necessary deductions and corollaries therefrom, and that in the simplest and plainest language possible. Show him, for instance, the beauty and order manifested in the simplest flower, without bewildering him as to whether it is endogenous or exogenous, monocotyledon, or diocotyledon, with a placentated corolla or not. There is a wide difference between teaching the facts of a science as instruction, and teaching it systematically as knowledge. The former is within reach of us all, and may with advantage be taught to the youngest child: the latter can be gained only in after life—*Ohio Educational Monthly*.

METHOD FOR G. C. D. AND L. C. M.—Arrange the numbers in a column, as in the margin, writing the prime factors to the right of each, and placing only like factors in the same column. Take one factor from each full column, and their product will be the G. C. D. of the given numbers. Take one factor from each column, and their product will be the L. C. M. of the numbers.—*Ohio Ed. Monthly*.

12 = 2	2	3		
18 = 2		3	3	
36 = 2	2	3	3	
30 = 2		3		5

How to Make Clear that Which You Would Teach.

By its very nature, the teaching process includes the idea of a teacher, a learner, and a lesson. There must be some one who would teach, some one who should learn, and something to be taught by the teacher to the learner. In the teaching process, the scholar must give his attention, the teacher must make clear that which he would teach, and teacher and scholar must co-work in securing to the scholar's mind the truth which the teacher has in his mind for this teaching. So much for the philosophy of the teaching process. And now, in taking one point at a time, How can a teacher make clear to a scholar that which he would teach to that scholar?

To begin with, a teacher must have the truth clearly in his own mind. He must know precisely what the truth is—the fact or the doctrine—which he would make clear to his scholar. He is in no condition to make clear to another that which is not clear to himself. So long as he is in doubt as to the real meaning,

or the practical bearing, of a lesson, it is vain for him to try to show its real meaning, or its practical bearing, to anybody else; "for he that doubteth is like the surge of the sea:" let not that man think that he shall give anything to one who is more in doubt than himself.

And when a man has clearly in his own mind that which he would teach to another, who is all attention before him, he must concentrate his chief energies on the work of making that truth clear to that scholar. It is not then a question for him whether that is the most important truth in the world; it is enough that it is the truth he is trying to teach. Nor is he just then to strive at being attractive as a teacher, or impressive as a teacher; those qualities are very well in their way, but it is *clearness*, not attractiveness or impressiveness, which is needed in making a truth *clear*; and in order to make a truth clear, a teacher's whole mind must, for the time being, be set on clearness of teaching; that must be the one thing he is living for while it is the one thing he is attempting.

To make a truth clear to another, involves an understanding of that other's mind, in its attainments, its limitations, and its methods of working. The truth which is already clear in the teacher's mind must be made clear to the scholar's comprehension; and to this end the truth must be so phrased, so illustrated, and so applied as to be clear—not alone to the one who imparts it, but to the one who is to receive it. It is not a question whether a certain putting of the truth *ought* to be clear to the learner, but whether it *will* be; not whether that putting would be clear to *another* learner, to the average learner, but whether it will be clear to *this* learner. In order to make clear that which he would teach, a teacher must, therefore, put himself alongside of his scholar, in knowledge and in sympathy; must bring himself down to the scholar's level of understanding and thought and feeling. If there are more scholars than one to be taught at one and the same time, then the teacher must bring himself to the level of the lowest of these scholars; for if those of the lowest grade can understand him, those of the grades above that will understand him also; while, on the other hand, making a truth clear to the higher grade does not necessarily make it clear to the lower.

The words chosen for the phrasing of a truth which is to be made clear should be words which the scholar already understands; or, if he has not understood these words before, he should now be helped to understand them. No matter how attentive the scholar may be, nor yet how all-important may be the truth which is declared to him, unless his teacher addresses him in words within his comprehension he must fail to comprehend the truth for which he is waiting.

"Tell me the story simply,
As to a little child,"

is the call of many a learner who is addressed as if he had knowledge far beyond a child's. And, again, an adaptation in the manner of address in teaching has much to do with making clear the truth which is to be taught.

"Tell me the story slowly,
That I may take it in."

A scholar of slow thought must have the teacher's help in slow and patient teaching. No matter how long it takes to make the one truth in hand clear to the one scholar under instruction; no matter how many times the words chosen to make that truth clear have to be changed or re-stated, the teacher must keep on trying; for to make

just that truth clear to that particular scholar is the only thing that is really worth thinking about by that teacher, until that thing is finally accomplished.

Illustration is an important help in making a truth clear, if only it be used fittingly, in the line of illustration, and for the purpose of making the truth clear. Appropriate anecdotes are not necessarily illustrations. Indeed, those anecdotes and figures of speech which are so frequently introduced into lesson teaching are more commonly not illustrations; nor are they used as such. Their purpose is ordinarily rather to attract or to impress than to enlighten; whereas an illustration, as its very name indicates, should be used to enlighten. An anecdote which is not an illustration of the very truth which the teacher is teaching, tends to draw away the scholar's mind from that truth which he should be gaining; and so far it retards rather than promotes the teacher's clearness in teaching. For a teacher to show how a truth which the scholar does not quite understand is like a truth which is familiar to the scholar, is to illustrate that truth, and thereby to enlighten the scholar.

Simple truths from the Bible text can be made clear by illustration; so, also, can the more complex and difficult truths, which have any possibility of clearness to the human mind. For example, the text: "Be not deceived; God is not mocked; for whatsoever a man soweth that shall he also reap;" might have its helpful illustration, merely as a figure of speech, by telling of a boy's mistaking poppy-seed for radish-seed in planting time, and then wondering how he came to have poppies instead of radishes in his garden. Again, that text might be illustrated in its mental and moral bearings by telling of two schoolboys, one of whom studied faithfully, and the other wasted his time in play, and then picturing those boys after their school-days were over, the one well-informed and able to fill a place accordingly, the other behindhand in all the competitions of active life; or, again, in telling of two boys, the one doing deeds of kindness, and the other showing himself selfish and ill-natured, with the sure results of their different courses in their after lives and in their times of need.

The help of the eye, of the scholar's eye, ought to be sought by the teacher in his effort at making clear the truth he would teach. Maps and pictures, and other visible helps, have their important place in this line of effort. Yet, more commonly, the blackboard, or the class slate, or a sheet of paper and a pencil, can be made to do much toward making clear that which the teacher would teach. Peculiarly is this the case where the lesson includes a narrative, and where the relative positions of persons and places need to be understood. It is hardly less useful where related truths are to be considered over against each other. With all scholars who can read, the directing of their attention to the text itself, in conjunction with the teacher's explanations, can be made to perform an important part in making clear that which the teacher would teach.

Making clear that which you would teach is not the whole of teaching; but there is no teaching without it. There are other things to be done besides this—things which, in their place, are even more important than this; but this is the thing of things for you to attend to when it is the thing you are attempting as a teacher. How to do it is a point of preëminent importance to you, when you have it to do.—*Sunday-School Times.*

Some Questions on Discipline.

What is discipline from the teacher's standpoint? What do other people call discipline? Why do you subject your school to such a code? How do you discipline, or manage, or govern? What is the effect—present and prospective—of your methods upon the character and after-life of your pupil? Will a community composed of your pupils be wiser, happier, better, because of your treatment? Does your idea of the term comprise merely the method of government employed to paralyze unquiet bodies, to silence active tongues, and to touch with apathy all the emotions of the human heart? Does it mean punishment, chastisement, correction? so that you sing with Cowper:

"Plants raised with tenderness are seldom strong,
Man's coltish disposition asks the thong;
And without *discipline* the favorite child,
Like a neglected forester, runs wild."

Does it not mean the application and enforcement of those principles and rules which regard the purity, order, efficiency, peace, and well being of your pupils? If a school is designed to develop head, and heart, and hands harmoniously, must there not be training of the heart as well as of the others? and is your discipline that you enforce in the line of this training? Rather do you not discipline mainly with the thought of your own bodily comfort in view, that you may have a good, easy time in your teaching labor, that your tongue may have uninterrupted sway, and your brain free activity, unchecked by the wilfulness and waywardness of childhood?

But how do you discipline? Do you speak in the loud, imperative tones of the task-master, driving unwilling workers to toil—as one who will not brook denial? Do you speak with the dictatorial air of one born and bred to the purple and the sceptre? Do you play the part of the bully, the virago, or the shrew? Do you saw the air with your hands, and gesticulate and attitudinize before your little world with all the impirical graces of a cheap actor in a dime museum? Do you shut your heart as well as your eyes when you open your lips in judgment, and refuse evidence that would be granted to the vilest criminal in a court of Quarter Sessions? Do you, whenever an act is done which merits your disapproval, ever seek to find the inciting cause? Do you ever try to find the cause of the whispered word, the restless movement, the laggard attention? Is there an inner pleasure to your displeasure? Do you lie in wait and spread a net to snare the feet of the unwary? When a fault is committed, and you—all justice—pronounce sentence, do you ever think of the words of Burns?

"One point must still be greatly dark—
The reason why they do it."

Do you ever think of changing places with them, and subjecting yourself to the same treatment that you are dealing out so lavishly? Do you ever think that the Golden Rule applies to them as well as to you? Do you ever think that the community created the school wholly for them, and not at all for you? Do you not know that the education of the heart is possibly of more value to the community than the education of the head; that ideas of justice, and mercy, and fair dealing, and regard for the feelings of others, and pity, and charity, are all very valuable adjuncts to modern society; and that possibly criminals are made by your methods of disre-

garding human rights, even if they are wrapped up in child bodies? And above all, and over all, do you ever think, when you are dealing so unmercifully with bodies, ideas, and principles, and grounds of action—do you ever think of the homes of the children? Do you not know that the home governments, and trainings and surroundings are as diverse as the flowers of the fields; that the ideas of persons, manners and principles there may be entirely at variance with your ideas upon the same subjects; and that the child, with his home affection, believes that his parents are right, and that they can do no wrong? What does your pupil know of the home skeletons that are found in almost all houses; of the hidden vices, ignoble practices, nervous temperaments, domestic infelicities; of the poverty, or crime, or ill-health that cast their baleful shadows around, and affect every view and influence every thought? Do you think that a child that is subjected to such influences can readily, quickly and cheerfully come under your sway, without a jar? Do you not know that a perfect, manly, sensible discipline involves the coöperation of four different parties—the school authorities, the parents, the pupils, and the teachers—and that all four must be in complete accord before success can crown your efforts? Do you not know that, in the light of a true, training discipline, you have not been a success? Have you not experienced the pleasure of receiving the applause of the great public for work well done? Have you not been honored and esteemed for your successful efforts in moulding the intellect and shaping the material destinies of those committed to your charge? But do you not know that “He which converteth a sinner from the error of his way, shall save a soul from death, and shall hide a multitude of sins”?—*The Teacher.*

EDITORIAL PARAGRAPHS.

ADDRESS OF HON. J. L. M. CURRY.—On the 10th of January Dr. J. L. M. Curry, by invitation of the two houses of the General Assembly, addressed them in the Hall of the House of Representatives. The hall was well filled with legislators, citizens, school men, and ladies. The expectation aroused by the ability of the speaker, his familiarity with the educational problem, and his wide observation, was not disappointed. In an address replete with fact and argument and eloquence he discussed his subject in many phases, and carried conviction to the minds of many of his hearers. He refuted the slander of those who love to sneer at Virginia in the words of Sir William Berkeley, by showing that as early as 1621 a free-school movement had begun in Virginia, and that her long line of statesmen had not been backward in declaring their conviction of the necessity for a proper system of public education. He paid a glowing tribute to George Peabody, as the earliest, most liberal and most enlightened helper of the South after the war; and to Dr. Ruffner as the organizer, and for twelve years the efficient head, of our public school system. The commercial advantages of popular education, aside even from its higher function of the development of noble manhood and womanhood, were very forcibly exhibited. The needs of the public school system in our State to-day formed the closing feature of his address. He summarized these needs as follows:

“1. An absolute divorce of the system from party politics.

“2. Selection of the best men and women as trustees and teachers. To leave negro schools under the control exclusively of negro trustees and negro teachers was, in

present circumstances, to consign the schools to inefficiency and inferiority. It is the first step towards a fatal policy—appropriation of school revenues to the schools of the race paying taxes.

"3. Better teaching to be provided or stimulated by *normal schools and teachers' institutes.*"

These were all happily enforced. He showed the need of normal schools and teachers' institutes, and urged a liberal appropriation on their behalf. His eulogy of the teacher was the finest we ever listened to. His peroration was a sketch of an imaginary picture-gallery in which the great men and the noble women of the past in Virginia's history looked down encouragingly on their descendants, while imploring them to put the old State in the very vanguard of progress and freedom.

NO MORE important recommendations are contained in Superintendent R. R. Farr's report for 1883 than those in reference to normal schools and teachers' institutes. It is shown clearly (see statistics published in December JOURNAL, page 378) that the common plea that we do not need a normal school for white teachers is not correct; that the University, the Virginia Military Institute and the colleges do not supply the necessary teachers for our public schools. This is not new to those familiar with the working of the public schools, but the statistics given make it clear to everybody. The need then for normal schools, whose special sphere is the preparation of teachers for the public schools, must be apparent to all. Again, there are 3,351 teachers in Virginia who expect to make teaching a permanent business. Few of these have had the advantage of normal training. The only feasible means of giving these instruction in the best methods of teaching is the teachers' institute. It is not probable that the great body of our teachers will ever be normal graduates. In Massachusetts even, the earliest supporter of normal schools in this country, only forty per cent. of the teachers are normal graduates. They will still need instruction in methods of teaching. The teachers' institute ought to be a fixture, therefore, in our school system. The Legislature could do no more valuable work for the schools than to establish one or more normal schools and provide an annual appropriation for holding teachers' institutes.

Both the preceding articles were prepared for the January JOURNAL, but were inadvertently omitted. Though a little out of time we prefer to let them go into this number.

News and Notes.

—Professor P. H. Carpenter, for a number of years Superintendent of Schools in Halifax county, now has charge of the public school at South Boston, in the same county.

—ROANOKE COLLEGE.—At a meeting of the Trustees of Roanoke College held on the 9th instant a vote of thanks was tendered to W. O. Grover, of Boston, for "his recent generous gift of \$3,000 to the Endowment Fund of the college, as well as for the various gifts before made by him to the amount of \$2,000." In consideration of a gift of \$1,000 for that purpose by James J. Lane, of Newberry, S. C., the Trustees established the *Lane Prize Scholarship in English Language and Literature*, to be annually awarded by the Faculty to that member of the Junior Class who

shall receive the highest grade in the final examination of the class in the studies indicated.

The Trustees appointed a committee to have enclosed with a suitable iron fence the grave of the late Jacob Persinger, of Roanoke county, who by will left the greater part of his estate to the College. This bequest will probably amount to more than \$10,000, but is not immediately available.

The College is in the fourth year of successive increase in the number of students. This year sixteen States, Indian Territory, and Mexico are represented. In March, April and May a special course of instruction in the *Science and Art of Teaching* will be given, in connection with regular college studies. Dr. William H. Ruffner and Professor E. V. De Graff, and also members of the Faculty, will give lectures.

Book Notices.

CAEDMON'S EXODUS AND DANIEL. Edited from Grein. By THEODORE W. HUNT, Ph. D., Professor of Rhetoric and English Literature in Princeton College. Boston: Ginn, Heath & Co. 1883.

One of the most urgent needs brought to light by the revival of interest in English Philology is that of American editions of the best specimens of First English Prose and Poetry. The recent publication of the text of *Beowulf* by Professor J. A. Harrison, of Washington and Lee University, marks a new departure in the critical study of our mother tongue. The book before us is volume ii. (*Beowulf* forming volume i.) of a series to be published under the general editorial management of Professor Harrison, entitled *Library of Anglo-Saxon Poetry*. This will be followed by Caedmon's *Genesis*, edited by Professor Thomas R. Price, late of the University of Virginia, now of Columbia College, N. Y. Other of our scholars are engaged on work in this direction, and it is not too much to hope that we shall have at an early day a body of carefully edited early English texts that will render the critical study of the English tongue easy and satisfactory.

WHITE'S TWO-BOOK SERIES: A New Elementary Arithmetic, Uniting Oral and Written Exercises, and a New Complete Arithmetic, Uniting Oral and Written Exercises. By E. E. WHITE, M. A., LL. D., President of Perdue University, Indiana. Van Antwerp, Bragg & Co., Cincinnati and New York.

The popular demand for a two-book series in arithmetic afforded the author the opportunity of revising his three-book series on this subject. The New Elementary is not a combination of the first two books of the old series, but is essentially a new book carefully graded to meet the wants of a progressive pupil. Thorough drills in all elementary processes with both integral and fractional numbers, with those practical applications of numbers which are most frequently used in business and common life, are presented. It thus prepares the pupil for the use of the Complete Arithmetic, and presents a *short course in arithmetic* for those who cannot take up the higher book. The Complete has been modified especially by the introduction of more practical problems. Oral and written exercises are combined throughout both books. They present a practical exemplification of the inductive method of teaching.

SHORT STUDIES IN LITERATURE, ENGLISH AND AMERICAN. A

Manual of Literary Culture, Poetical Gems, and Familiar Quotations. For the Use of Common Schools, Intermediate Schools, and Grammar Schools. By A. P. SOUTHWICK, A. M., author of the "Dime Series of Question Books." Philadelphia: Eldredge & Bro. Price 60 cents; to teachers, for examination, 45 cents.

The author has briefly sketched the history of English and American literature. English Literature is divided into eight periods. The authors of each period are mentioned with greater or less fulness of statement, according to the merit of the writer. Then follow illustrative extracts. American literature is divided into four periods—the Colonial Age, the Revolutionary Age, the National Age, and the Golden Age—and is treated with considerable fulness. The volume will be very useful to those who desire a general sketch, yet have not the time for more detailed study.

LITERATURE FOR BEGINNERS. Containing Biographies of the Most Prominent Authors, British and American, with extracts from their writings. Also, Gems of Thought, Birthdays of Authors, Pseudonyms, Contemporaneous Writers, etc. By HARRIET B. SWINEFORD, Teacher of Literature in the State Normal School, Lock Haven, Penn. Lock Haven, Penn.: E. L. Raub & Co. Price 75 cents.

This volume, in its general arrangement, is very similar to the preceding, though differing considerably in the working out of the details. The design of both is the same—to give beginners in the study of literature a correct knowledge of the prominent British and American Authors and their writings; and so to present the subject as to create a love for literature and make the pursuit of it a pleasure, not a task.

PEDAGOGICAL LIBRARY. Edited by G. STANLEY HALL. Volume i. **METHODS OF TEACHING HISTORY.** By Dr. G. DIESTERWEG, Professors H. B. ADAMS, C. K. ADAMS, J. W. BURGESS, E. EMERTON, W. F. ALLEN, and Mr T. W. HIGGINSON. Boston: Published by Ginn, Heath & Co. 1883. Mailing price \$1.30.

No branch of school study is probably taught with so little skill or with so little advantage to the pupil as history. Singularly enough, pupils do not like history, and class it among their difficult studies. The volume before us discusses the subject broadly, and is adapted to those who wish to know the subject in the fulness of its bearings, and who from an appreciation of the ends aimed at can adapt their methods to the accomplishment of those ends. Methods of teaching history in some of the higher institutions of the country are indicated. Under *Historical Literature and Authorities* Professor W. F. Allen gives an exceedingly valuable classified list of historical works.

ASTRONOMY FOR SCHOOLS AND GENERAL READERS. By ISAAC SHARPLESS, Professor of Mathematics and Astronomy, Haverford College, and Professor G. M. PHILLIPS, Principal State Normal School, West Chester, Penn. Philadelphia: J. B. Lippincott & Co.

NATURAL PHILOSOPHY. By the same authors. Price \$1.25 each.

The special feature of these books is the ability of their authors to explain the principles of the sciences treated (and even some of the more abstruse problems) in language easily comprehensible by readers of ordinary intelligence. The latest data have been used, and the books are abreast of the most advanced state of science. In the Philosophy numerous questions and exercises involving the principles taught have been added.

For sale by West, Johnston & Co.

BARNES'S ONE TERM SERIES. A Brief History of Ancient, Mediæval, and Modern Peoples, with some account of their Monuments, Institutions, Arts, Manners and Customs. A. S. Barnes & Co., New York and Chicago. 1883.

We have had occasion before to commend "Barnes's History of Ancient Peoples," which makes the first part of the present volume, for the clearness and conciseness of the narrative, and especially for the dissertations on the civilization and social customs of the various peoples. The book has been extended, on the same plan, so as to include the history of mediæval and modern nations, and embodies the same excellencies. The general "get up" of the book, its maps and numerous illustrations, are in the highest style of the book-maker's art.

NEW TWO-BOOK SERIES—THE ECLECTIC ELEMENTARY GEOGRAPHY and THE ECLECTIC COMPLETE GEOGRAPHY. Van Antwerp, Bragg & Co., Cincinnati and New York.

The original Eclectic Geographies were published thirteen years ago. To bring them up to the present state of geographical knowledge and make them conform to the most improved methods of teaching the subject, the series has been thoroughly revised, the best sources of information have been consulted, and the latest statistics used. At the same time, the whole subject has been presented in two books—the Elementary and the Complete Geographies. The maps are very fine and the illustrations numerous and exceedingly beautiful.

ROTE SONGS OF THE NORMAL MUSIC COURSE, with Accompaniments for the Piano Forte. By JOHN W. TUFTS. New York, Boston, Chicago, and San Francisco: D. Appleton & Co. 1884.

The melodies of these "Rote Songs" form the second part of the "First Reader of the Normal Music Course," published by the house of D. Appleton & Co. The edition has been prepared for those desiring the addition of simple musical accompaniments. It contains fifty-eight songs, simple, and pleasing for the little ones.

THE ELEMENTS OF BOTANY, by Professor W. A. KELLERMAN, of the Kansas State Agricultural College (John E. Potter & Co., Philadelphia, publishers), is a new text book, bound in attractive style, and printed from good clear type. It is illustrated with 354 fine wood engravings, and sells at \$1.25.

In a comparatively small space Professor Kellerman has succeeded in giving a thorough view of the vegetable kingdom. The various organs of plants, with the diversified forms under which they present themselves, are described and their purposes explained, and a complete and interesting study is made of cell-structure and of the processes by which plants assimilate food and perform their other physiological functions.

A fourth part of the book is devoted to *Economic Botany*, or a consideration of those vegetable products which are found in commerce and which supply the daily needs of man. This is a subject hitherto neglected in botanical text-books, and its consideration gives a valuable practical application to the science of botany which must greatly increase the interest in that science.

Professor Kellerman's book is adapted for school use or for independent study.

HISTORY OF THE UNITED STATES IN RHYME. By ROBERT C. ADAMS.
Boston : D. Lathrop & Co. Price 60 cents.

Many readers will remember Mr. Adams's clever little *History of England in Rhyme*, published a year or two since. This is a companion volume, and essays to put in easy and flowing rhyme the principal events in the history of the country. No high value is claimed for it as a piece of literary work, the author's sole aim having been to impress dates, names and events upon the minds of young readers by the aid of rhyme and poetic measure. The summary of Colonies and States which closes the book will be found especially valuable. In fifty-six short lines, which any bright boy could commit to memory in an afternoon, is contained a brief history of the American Colonies, the entire list of States, with the order in which they were settled, by whom, and when admitted to the Union.

THE BOOK OF PLANT DESCRIPTIONS, OR RECORD OF PLANT ANALYSES, with a synopsis of the terms most frequently used in the description of plants, and a schedule of work to be performed in the Botanical Laboratory; also, a list of subjects suitable for theses. Prepared for the use of Teachers and Students By GEORGE G. GROFF, M. D., Professor of Physiology and Natural History in the University at Lewisburg, Penn. Lewisburg, Penn.: Science and Health Publishing Company. 1883.

Sample copies to teachers, postpaid, 30 cents.

A BRIEF HANDBOOK OF ENGLISH AUTHORS. By OSCAR FAY ADAMS.
Boston : Houghton, Mifflin & Co. 1884. Price 75 cents.

A handy volume for reference, containing the names of a large number of authors, with brief notes in regard to them.

For sale by West, Johnston & Co., 911 Main street.

THE RIVERSIDE LITERATURE SERIES. Houghton, Mifflin & Co., Boston.

Now numbers twenty volumes, containing brief selections from some of our American authors. Neat paper-bound volumes at 15 cents each. See advertisement in this number of the JOURNAL for the full list.

ENGLISH CLASSICS, WITH EXPLANATORY NOTES. To their series of cheap and handy editions of the "English Classics," Messrs. Clark & Maynard, New York, have added *The Legend of Sleepy Hollow*, *Memory Quotations*, *Cavalier Poets*, *Alexander's Feast and MacFlecnoe*, *The Eve of St. Agnes*, and *Rhetorical Training*. Price \$1.20 a dozen.

HANDBOOK OF THE EARTH—NATURAL METHODS IN GEOGRAPHY.
By LOUISA PARSONS HOPKINS, Teacher of Normal Methods in the Swain Free School, New Bedford, Mass. Boston : Lee & Shepard. 1883. Price 50 cents.

This book touches on many points of interest to the teacher, and is suggestive of the proper methods of teaching the subject.

PARTIES who contemplate visiting Europe will do well to correspond with Dr. E. Tourjee, Boston, the leader of so many pleasant trips over the ocean, who will send a descriptive pamphlet free to all applicants. The *Christian Union* says: "Dr. Tourjee's excursions are the most satisfactory, the best planned and conducted, and embrace a wider range of travel than any other of the excursion tours."

The Magazines.

NORTH AMERICAN REVIEW—FEBRUARY.—Contents: Corporations, their Employees, and the Public, Carl Schurz; Henry Vaughan, Silurist, Principal J. C. Shalrp; John Brown's Place in History, Senator J. J. Ingalls; Must the Classics Go? Prof. And. F. West; Race Progress in the United States, J. R. Tucker, M. C.; Defects of the Public School System, Rev. M. J. Savage; Rival Systems of Heating, Dr. A. N. Bell and Prof. W. P. Trowbridge.

THE AMERICAN NATURALIST—FEBRUARY.—Contents: An Account of the War Customs of the Omegas, illustrated; Notes on Some Apparently Undescribed Infusoria from Putrid Waters; Colonial Organisms, Charles Morris; Review of the Progress of North American Batrachology in the Years 1880-83; Wood Notes and Nest Hunting; Editor's Table; Recent Literature; General Notes; Geography and Travel; Geology and Palæontology, Mineralogy, Botany, Entomology, Zoology, Physiology, Psychology, Anthropology, Microscopy; Scientific News; Proceedings of Scientific Societies.

OUR LITTLE ONES AND THE NURSERY—FEBRUARY.—Fully up to its high standard of child-literature.

THE ATLANTIC MONTHLY—FEBRUARY.—Contents: In War Time, III., IV., S. Weir Mitchell; A Trio for Twelfth-Night, H. Bernard Carpenter; Voices of Power, O. B. Frothingham; A Roman Singer, XV., XVI., F. Marion Crawford; The Vagabonds and Criminals of India, Elizabeth Robins; Newport, XVIII., XIX., George Parsons Lathrop; A Memory, A. A. Dayton; En Province, VI., Henry James; To-Day, Helen Gray Cone; In Madeira Place, C. H. White; A Visit to South Carolina in 1860, Edward G. Mason; Reminiscences of Christ's Hospital, J. M. Hillyar; Forebodings, Julia C. K. Dorr; The Confederate Cruisers; Mr. Trollope's Latest Character: Great Britain and the United States; Mr. Crawford's To Leeward; The History of Sculpture; The Contributor's Club; Books of the Month.

LEPPINCOTT'S MAGAZINE—FEBRUARY.—Contents: Old Germantown, with illustrations from drawings by Joseph Pennell; French Chateau Life, Past and Present, by Annie Hampton Brewster; A Mental Masquerade, a story, by Esther Warren; An Indian Cattle-Town, by Alfred M. Williams; The Great Jigtown Failure, a story, by C. F. Johnson; A Pilgrimage to Seseenheim, by Horatio S. Whitto; On a Glass Roof, Winter Fishing, by Rowland E. Robinson; Explained, a story, by Alice Brown; Healthy Homes, II., Surroundings, by Felix L. Oswald. Also a charming serial story entitled Sebila's Tangled Web, by Lizzie W. Champney. Other short stories, poems, and articles of interest upon current topics.

ST. NICHOLAS—FEBRUARY.—Contents: Frontispiece, "A Midwinter Night"; Tabby's Table-Cloth, second spinning-wheel story, Louisa M. Alcott; Drifting, poem, two illustrations; To My Valentine, Aged One, verses; Our Coasting Brigade, picture; Stories of Art and Artists, four illustrations, Clara Erskine Clement; Flowers of Winter, a valentine; Phaeton, poem, illustrated; Griselida's New Year's Reception, four illustrations; Winter Fun, chapters III. and IV.; Pigmy Trees and Miniature Landscapes, two illustrations; The Brownies on Skates, verses, three illustrations; The Land of Fire, chapters VIII.-XI., three illustrations, Mayne Reid; Not Fear, Jingle, illustrated; An Engraver on Wheels, four illustrations; The Cricket's Violin, poem; Historic Boys, Marcus of Rome, the Boy Magistrate, three illustrations; Nine Years Old, poem, illustrated; The St. Nicholas Almanac, two illustrations; For Very Little Folk. My Dolls, illustrated from a photograph; Jack-in-the-Pulpit.

THE MIDWINTER CENTURY.—Many noted names lend weight and importance to the table of contents of the February *Century*, either as subjects or as contributors to the number. In the frontispiece is given one of Rembrandt's most effective paintings.

Signor Salvini contributes his "Impressions of Shakspeare's 'Lear'"—a paper which shows how deeply the actor has studied the poet and with what thought and elevation of purpose he approaches the Shakspearean drama.

The two articles on Dante are well calculated to extend the interest in his genius.

Keats is also illustrated in a remarkable way by a full-page engraving of his life-mask—probably the most expressive portrait of the poet that has ever been published. Edmund C. Stedman contributes a brief essay on Keats.

The "Brio-a-Brac" department has the benefit of a humorous sonnet by Robert Browning and of five short poems by Austin Dobson, which were inscribed in copies of his books presented to American friends.

George W. Cable's polemic against "The Convict Lease System in the Southern States"—read at the Louisville Convention in the interest of prison reform—is here brought to the notice of the whole country. From Mr. Cable we have, besides, the fourth part of his serial story, "Dr. Sevier." The other fiction of the number is the third part of Robert Grant's "An Average Man," and a short story, "A First Love Letter."

POPULAR SCIENCE MONTHLY FOR FEBRUARY.—Contents: The New Toryism, by Herbert Spencer College Athletics (I.), by Professor E. L. Richards; The Remedies of Nature—Nervous Maladies, by Felix L. Oswald, M. D.; Dangerous Kerosene, by Professor J. T. Stoddard (illustrated); The Morality of Happiness, by Thomas Foster; The Aurora Borealis; Defences of the Lesser Animals; The Comet of 1812 and 1883, by Professor D. Kirkwood; How we Sneeze, Laugh, Stammer and Sigh; The Chemistry of Cookery; Underground Wires; An Overdose of Hashes; The Causes of Earthquakes; Last Wills and Testaments; Fifty Years of Mechanical Engineering; A Prehistoric Water System; Working Capacity of Unshod Horses (illustrated); House-Building in the East; Sketch of Sir Charles William Siemens, with portrait.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

CONFERENCE OF SUPERINTENDENTS.—The Legislature is still in session. I am therefore unable to state the date of the meeting.

Due notice of the time, with programme of proceeding, will be given, and I trust that all Superintendents will be present, as many things of interest to public education will be considered.

IN VIEW of the fact that national aid to public education is attracting unusual attention, we surrender the most of our space to the able address on "National Peril and Remedy" delivered by Hon. J. L. M. Curry, the agent of the Peabody Educational Fund, before the Inter-State Education Convention held at Louisville, Ky., last year, and invite a careful perusal by all who are interested in the subject of the startling facts it contains.

We will publish in the next JOURNAL an address on the same subject delivered by the same able gentleman before the House Committee on Education in Washington:

NATIONAL PERIL AND REMEDY.

It is a fact of some interest that this Inter-State Educational Convention meets not very far from the centre of population of the United States. It must be the earnest desire of all here assembled that influences for good may be set in motion, which shall spread to the extreme limits of the Union.

Another auspicious circumstance is that we meet in Kentucky. In 1811, Stein, the great German statesman, the forerunner of Bismark, said, while meditating a plan of emigration to America: "To enjoy rest and independence it would be best to settle in Kentucky; there one would find a splendid climate and soil, glorious rivers, rest and security for a century, not to mention a multitude of Germans; the capital of Kentucky is called Frankfurt." Seventy-two years ago the great German, with his prescience, did not dream of what our

eyes see to-day. In the light of subsequent events America would have presented other attractions than gifts of nature, and furnished themes for profounder contemplation, in her rapid growth of population, increasing 12,000,000 in ten years, in her enormous productive industries, in her fabulous applications of science, in her startling powers of recuperation, in her complex governments, in her vast and unparalleled agencies for education. For crushed and Bonaparte-ridden Germany he saw clearly that her only hope was in education, and the general education, secured to the people, reversed, in the wars against Austria and France, the abasement of the Napoleonic period. Frederick William, after the bitter humiliation which Prussia suffered, said: "Though territory, power and prestige be lost, they can be regained by acquiring intellectual and moral power." It is the prime business and duty of each generation to educate the next. No legislation is more important than that which pertains to universal education of American citizens. In the convention which framed the Constitution, Wilson, the most learned civilian of the body, said: "Property is not the sole nor primary end of government and of society; the improvement of the human mind is the most noble object." President Garfield said: "Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained."

This Convention emphasizes the importance of education by giving especial prominence to the subject of aid from the General Government. Federal aid is reducible to a few very simple propositions, each of which is capable of indefinite illustration and argument.

1. The basis of free institutions is the intelligence and integrity of the citizens. This foundation is not simply indispensable to good government, but to the permanence and success of our Republic. Washington, in his farewell address, said: "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." Madison said: "It is universally admitted that a well instructed people alone can be permanently a free people." All our wisest patriots confirm the declarations of these two men, who were most influential in bringing about the Union and framing the Constitution. The "Democratic ideal is that the many shall govern themselves." Self-government by the many is impossible, if the many be ignorant. They become dupes and slaves of the crafty few. The best government is that which governs least. The good and enlightened are a law unto themselves. "The maximum of education," says a profound thinker in Georgia,

"is the minimum of government." The minimum of education is the maximum of restraint, interference, coercion. In a popular government an educated people is the best constitution. The more universally the people are educated, the greater the liberty which can be allowed. "The world is governed too much," is an old adage. The best limitation of government is right education. It secures a better selection of rulers, better watchfulness of agents, and is the best check on oppression, on corruption, on unwise and class legislation. Ignorance and despotism are always in partnership.

General intelligence reduces the need of harsh and external government, makes protection of person and property easier, surer, and more economical, gives readier mastery over narrowness and prejudice, the fruitful source of so much legislative wrong, and substitutes the teacher for the sheriff, the work-shop for the poor-house, the school-house for the prison. "For every pound you save in education," said Macaulay, "you will spend five in persecution, in prisons, in penal settlements."

2. Universal education, even approximately, is impossible except through governmental direction and public revenues. "The best educated communities on the globe are those where governmental direction, in matters of education, is most constant and careful." There is no instance of an unenlightened people becoming cultured by spontaneous efforts, or of general education through private or denominational agencies. Italy, Spain and Austria show the inadequacy or insufficiency of parochial or sectarian schools. Prior to the war the wealth of the people of the South was greater *per capita*, slaves being excluded from the enumeration, and pauperism was less, than in any country in the world. Flourishing academies and colleges existed, superior advantages for the elect few, both men and women, abounded; but there was no adequate provision for universal education, and of consequence there was deplorable illiteracy among the white people.

The census of 1860 showed in South Carolina 15,000 adult native whites who could not read; in Georgia, 43,000; in Alabama 37,000; in Mississippi, 15,000; in North Carolina, 68,000; in Virginia, 72,000; in Tennessee, 67,000; in Kentucky, 63,000; in Missouri, 50,000. Every intelligent Southern man knows that these figures largely under-estimate the illiteracy. Governor Campbell, of Virginia, in his message in 1839, stated that "almost one-quarter part of the men applying for marriage licenses were unable to write their names."

Primarily it is the duty of local communities and of States, by local

and general taxation, to furnish education for all youth. The education of the children of a State is properly a burden on property, and is the cheapest defence of the property and the lives of citizens. Industrial success, productive industry, accumulation of capital, remunerative wages, national independence, national well-being, cannot be separated from general education. In the United States there is an annual expenditure of about \$80,000,000 for public schools. In the late slave States there is a school enrollment of over 3,000,000 in a school population of about 6,000,000, and for the education of those enrolled these States expended over \$13,000,000. These dry figures mark a revolution of which few realize the import and extent. Every Southern State has now a system of public schools. The same educational rights and privileges are granted to both races. School money is distributed without discrimination betwixt African and Caucasian. Right manfully, heroically, did the South undertake the work of rehabilitation and adjustment to new environments. The history of our country, fertile in great deeds, presents few spectacles of civic virtue, of self-sacrificing and patient courage, grander and sublimer. A thoughtful and observing New Englander says: "No similar class of people in the old or the new world has accomplished so much, in a time so short, against obstacles so formidable." Upon "the slough of financial wreck and absolute poverty," amid the untold harassments and horrors of reconstruction, with irritations that no stranger can conceive of, the school systems were erected. Most commendable progress has been made in legalizing and popularizing a new system, establishing schools, building and beautifying school-houses, improving methods of teaching, and in training teachers.

Despite these patriotic efforts illiteracy abounds fearfully. Of the school population of the South 3,000,000 are not in school. The whites of educational age, under nineteen, not enrolled, number 1,741,339; the colored, 1,038,026. Nearly one-half of the white children, and more than one-half of the colored, are growing up without educational advantages.

3. The resources of the South are wholly inadequate to meet the heavy burden which is upon her. In her present financial condition, universal education, without Federal aid, is distant—is impossible. In the most advanced and prosperous countries schools and their management are not upon a satisfactory basis. Governor Butler is reported as saying that even in Massachusetts 92 per cent. of the children receive no education after they attain the age of fifteen years. On an average, our people do not get more than thirty

months' schooling. This is true in highly prosperous localities, but the Southern States are poor. I am no pessimist nor alarmist. The progress in mining and in manufactures has been great, but agriculture and tillage and common roads are not in a flattering condition. Excluding Delaware, Maryland and Missouri, the assessed valuation of property in the remaining Southern States diminished, from 1860 to 1880, \$2,313,398,644. The State of New York is said to be worth in taxable property as much as all the Southern States. Ignorant labor dooms to poverty. It is idle to be drawing roseate pictures of the "new South" until the laboring classes in intelligence and skill are far ahead of present attainments. The loss from stupid or unskilled labor would educate a hundred times over every child in the South. With her sparse population, with means not half what they were in ante-bellum days, with double the number of children to be educated, it is impossible for the South, by any tax short of confiscation, to provide education for the children within her borders.

It is well to open our eyes to stubborn, irremovable facts, and confront the perils growing out of them. Reference has been made to the alarming fact that in the late slave-holding States and in the District of Columbia, there is a non-attendance of 1,741,339 white children, and of 1,038,026 negro children. That may be prospective peril, but its fearfulness may be estimated if we consider that the South had, in 1870, 4,159,216 illiterates, and in 1880, 4,715,395, an increase of over one-half a million, in spite of the educational activities of the intermediate ten years. The total number of illiterates of voting age in the slaveholding States in 1870 was 1,167,303; in 1880, 1,354,974—an increase of illiterate voters of 187,671. The total number of males of voting age in the South in 1880 was 4,154,125, and of these 1,354,974 were illiterate. Thirty-two and three-tenths per cent. of the voters in the South are illiterate. Of the illiterates sixty-nine and seven-tenths per cent. are colored, and thirty and three-tenths per cent. whites. It is specially significant that these figures show an increase of illiterate voters in the last decade.

If my first postulate be true, that education is fundamental to the right discharge of the duties and functions of American citizenship, may I not, in homely language, ask our Governors, What are you going to do about this illiteracy and consequent peril? The life of the Republic is one desperate and prolonged struggle against ignorance, and the States are impotent in the encounter.

Of the pervasive and vicious effects of ignorant suffrage it is not

easy to make a calculation. Through demagogues, "bosses," corrupt schemers, a vote, the symbol of freedom, becomes the instrument of caprice, or revenge, or bribery. The ballot-box ceases to be the registry of intelligent convictions or unselfish patriotism. General corruption will spread itself through all degrees in the State—justice will be sold in the tribunals—separation of departments in the Government will cease, each prostituted to the low purpose of personal revenge or partisan success; voters, making money of their liberty, will transfer their loyalty to where it will turn to most advantage, and offices will become spoils for the adventurous and unworthy.

Ours was designed to be a representative government. Representatives are not mere deputies. A representative is to think for his constituency, to give them the benefit of intelligence, patriotism, profound study of the Constitution and political economy and State craft. He is to enrich his mind by observation, travel, study of history, diplomacy and biography, to discipline his powers by thorough training, and thus fit himself for his responsible duties.

Ignorant suffrage reverses all this, and puts in public councils the weak, vacillating, ill-informed, corrupt. Fidelity to principle, courageous adherence to convictions, broad culture, ripe judgment, sage experience, will be of little worth, and the voice of the rabble becomes the interpreter of laws, the decider of contracts, the moulder of policy. The principle of inter-citizenship is, I believe, peculiar to our Confederation. A citizen of one State is a citizen of every other State. Combine with this the far-reaching results of the elective franchise, as affecting directly the election of President and Representatives, and indirectly of Senators, and illiteracy assumes darker and broader proportions. An election in the most benighted Congressional district concerns every citizen of the Union and every interest dependent on taxation, the currency, or any general legislation. Not merely the South, but the whole Union, is imperilled by ignorant and therefore controlable suffrage. In view of the inability of the South and of these perilous possibilities, the patriotism of the country makes an appeal to the Government for prompt and adequate relief.

The negroes, who in some of the States are a majority of the population, are poor, and pay a very small part of the taxes. The aggregate value of the whole property of colored tax-payers in Georgia was \$6,589,876, while the total taxable property was \$287,269,403. The Comptroller of South Carolina is confident that the white people in the State pay nine-tenths of the taxes. In Wilmington, N. C., the negroes outnumber the whites in about the

ratio of eleven to eight. Of about every \$12 of the school fund, the whites pay \$11 and the negroes \$1, and yet of these \$12 the negroes get \$8.50 and the whites \$3.50. In Danville, Va., the city taxes, exclusive of license tax for corporate uses, in 1882, were about \$40,000, of which \$1,206.63 were paid by negroes. In Kentucky, the apportionment of school fund, at the rate of \$1.40 *per capita*, to colored children, is \$129,458. The taxes, together with all the fines and forfeitures collected from the negroes, are devoted to education of colored children, and yet there is a deficit in the colored school fund of \$92,345.36.

These things are not said to their disparagement. Their poverty is not of their creating. Suffrage in their hands is exceptionally dangerous, because elated by the suddenness and manner of their liberation, unacquainted with the responsibilities of freedom, crazed by vague and false notions of liberty, deluded by bad men with promises which cannot be fulfilled, they often make elections a farce, and voting a blind submission to the dictates of partisans and the decrees of midnight conclaves.

The illiteracy of the negroes creates an imperative obligation. Unlike other immigrants, they came to America by compulsion, under circumstances of peculiar hardship and cruelty. Their servitude was recognized and guaranteed by State and Federal Constitutions, by international treaties, by Congressional legislation, by judicial decisions. The Government of the United States suddenly emancipated the slaves, as suddenly raised them to citizenship and made them voters. They possessed no property to make them conservative, no habits nor traditions of self-government, no education to qualify them for the duties and privileges of freemen and citizens. Cunningly and systematically misled and inflamed, they have become the tools of demagogues and the prey of the wicked. Manumission and enfranchisement create an obligation on the part of the Federal Government to fit them for the temptations and responsibilities of citizenship, and save them and our institutions from the perils of ill understood liberty and ignorant and reckless use of the franchise. Negroes are free, but as the distinguished Commissioner of Education, than whom no American is doing more for the cause of popular enlightenment, has tersely said: "The slavery of ignorance remains."

Negroes are the wards of the nation. Philanthropy, humanity, party success and fanaticism all wonderfully combine for their elevation and education. There are, however, thousands of illiterate

men and women of our own race, our own kith and kin, for whom no special sympathies are awakened, and who make no appeal to partisan or sectarian selfishness. The danger of illiteracy of the black voters is, perhaps, no greater than the danger of illiterate white voters. The consequence of illiteracy of white women may be more alarming, because more far-reaching. Whatever is said about the elevation of "our brother in black" appeals to my heart and judgment, and has my ready co-operation, but the white people are in peril, too. Slavery is abolished. God be praised—but the negro remains in the South in the closest contact with the Caucasian, and putting aside all questions of ethnology, of comparative capability, he is a blind simpleton, or a madman, who does not see, and trembles while he sees, that the presence on the same soil of two populous and distinct races, ineffaceably marked by opposite colors, with centuries of traditions and habits behind each not easily forgotten, or adjusted, is a problem and a peril that statesmen, philosophers and philanthropists seem not to have begun to study. Super-add to race prejudice and chasm-producing traditions, deep poverty, derangement of labor system, slow and painful adaptedness to a different, even if a better, civilization, the current of immigration flowing anywhere rather than to the South, notwithstanding the genial climate, pure and abundant water, superior healthfulness, cheap and productive lands, exhaustless and varied mineral products, and the patriot and the Christian may well have his whole being stirred to the profoundest depths when he seeks to penetrate the dark future, and interrogate as to the destiny of his home and his people. Often deeply concerned fathers and mothers ask me "What of the night?" I can only answer, Do what lies nearest in the light of duty and conscience and the Scriptures, and leave results to God. If any safe solution there is, it must be in the school-house and church-house, in education and in the gospel of Jesus Christ, bearing in mind that the object of education is not so much the imparting of knowledge as the developing of power and the building inward strength of character. Education is no catholicon any more than freedom is; it does not cure social and political ills. It must be supplemented by and allied to the uplifting, renovating, regenerating power of the Christian religion.

When the illiteracy of both races, adults and minors, men and women, is combined, we have a stimulus for effort that cannot be surpassed. The measure lies outside of party politics. The magnitude and imminence of the peril should awaken torpid patriotism into

vigorous activity—should call forth “a fresh flow of consciousness”—should stir lassitude into zeal. A perilous exigency is upon us. The Republic is in a death struggle with ignorance. If this menace and strain were during war, *pendente lite*, interposition and relief would come promptly and without dissent. Is self-preservation less an obligation in peace than in war? To preserve the life of society is the first duty. A government is bound to protect its own existence against any enemy that may assail it. Such a mass of illiteracy as we have is worse than foreign invasion; incites domestic violence, gives supremacy to bad passions and appetites, and is a perpetual menace to the life and well-being of republican institutions. Of the constitutionality of Federal aid there is hardly a loop to hang a doubt upon. Those who emancipated, citizenized and enfranchised the negroes, to whom belongs exclusively the honor of that sublime and eventful act, are estopped from denying the legality or the expediency of making good the Act of Freedom. In the history, the laws, and the institutions of the United States, from the earliest period of our nationality down to the present time, there is an unbroken line of precedents committing the Government to the policy, and sanctioning in fullest measure the principle of aid to education. Since 1785 the Government, beginning before the present Federal Union was formed, has given 79,000,000 acres of the public domain to public schools, colleges and universities. Before the grant of 1862, in aid of agricultural and mechanical schools, the old States, and Maine, Vermont, Kentucky, and Tennessee, had received not an acre of the public lands. Under the stimulus of this Federal aid, the States which were not cursed by African slavery established vigorous systems of free schools and prosperous universities. If example has ever ripened into custom and custom into law, if a course of uninterrupted observance ever matures into prescription, then Federal aid is a *res adjudicata*.

In giving this aid some general principles should control.

(1.) It should be based on illiteracy, and not on population. Illiteracy creates the danger and the obligation, and justifies the exercise of the power.

(2.) It should be adequate, continued for ten years, and decrease annually after the second year, so as not to beget a sense and habit of dependence, and so that at the expiration of the term of years, when the aid is withdrawn, the States will be able to carry on the school system in improved efficiency.

(3.) The aid, at farthest, after the second year, should be contin-

gent upon the contribution by State and local revenues of an equal amount. The Peabody Trust has found the principle of helping those who help themselves to be stimulating and invaluable.

(4.) State systems of education should not be superseded, but judiciously supplemented. The States must establish and control the schools, rely mainly on themselves, and accept Federal aid as temporary, meeting a present exigency. The object is to help public schools in the States, so that the systems, trained to superior efficiency, can live and prosper when Federal aid ceases. The strain upon centralized official machinery is already too great, and there is no need to enhance the centripetal tendencies of the General Government, or to minify the influence and authority of the States.

(5.) The aid should be mainly given for primary instruction, allowing a fraction for training of teachers.

(6.) In the apportionment and disbursement, some Federal direction and oversight cannot be objectionable.

In the United States we are liable to underrate perils and to ridicule crises, because of the extent and efficacy of modifying causes. Bad legislation, inefficient civil service, corrupt administration, departure from sound economics, and a partisan judiciary are somewhat controlled, and their evil consequence somewhat nullified, by the extent of our territory, the fertility of soil, the boundlessness and productiveness of resources, the stimulating influence of free institutions, and the dynamic energy of intellectual, civil and religious liberty.

Some of these counteracting and healthful causes are temporary. The patriot and the statesman must look beyond the present, the accidental, the extraordinary, and provide for the ordinary course of human affairs. When these unusual agencies cease, we shall bemoan our folly if we shall have failed in applying the sure remedy.

The Federal Government, in coöperation with the States, using the school machinery now *in esse*, can so appropriate money as to stimulate State appropriation and enable the States to meet successfully the problem of illiteracy, which now exceeds their pecuniary ability. Now there is a plethoric treasury. Besides the \$550,000,000 of tax on consumption (see *North American Review*, June, 1883) there is an annual Federal tax of \$400,000,000. Fifteen millions or twenty millions of this a year, for ten or fifteen years, could not be expended more wisely than upon free schools.

Some nations have strong and dangerous neighbors and rivals. Self-preservation seems to require of them the maintenance of ar-

mies, which, while furnishing the means of repelling external assaults, constitute a heavy drain on the productive industries of the population. Geography, or peculiarity of situation, determines policy and forbids freedom and spontaneity of action. With our expanse of territory, with no rivals on our frontiers, our self-protection finds its sphere and duty in guarding against internal foes. We need school-houses rather than frowning forts, pupils rather than soldiers, an educated citizenship rather than armed battalions.

We are fortunately free from all treaties in reference to balance of power, all controversies as to succession, all negotiation as to royal alliances, all disputes as to adjustment of boundaries, all uneasiness as to disparity in armies and navies. The obligations to be safe and the precautions for security make European governments dangerous to subjects and formidable to neighbors. The strength to protect or resist begets the desire, tempts, to encroach, to use power selfishly and aggressively. Ability to resist external foes is acquired at the expense and to the detriment of the people, and, as history shows, is almost always fatal to personal rights and popular liberty.

What is needful to save us from the perils of illiteracy, instead of being dangerous to the people at home or to nations abroad, will rather be beneficial to both. Our industry, resources, national wealth, commerce, exchanges, will be increased. Power, instead of being centralized, will be diffused. Instead of ignorant, transferable voters, dupes and tools of the wary and corrupt, we shall have intelligent men and women, loving liberty, jealous of arbitrary power, watchful of agents, and capable, by their own sustained and voluntary energy, of protecting and perpetuating our free institutions.

The biographer of Stein developed with minuteness the genesis and value of the idea of nationality as contra-distinguished from loyalty to the State, and as influencing literature, politics, and sacrifices. To this he traces the remodeling of Italy and Germany, and the re-arrangement of the east of Europe. From it sprang the revolutions, the patience, persistence, resiliency, unconquerableness which rescued central Europe from the conquests of Napoleon. Fichte, in his inquiry for a comprehensive remedy for the evils, which, in his time, afflicted Germany, found it in a grand system of national education. In our system of co-equal and correlated States, a national system of education is undesirable, as is a national university; and the subordination of State school systems to Federal direction and control is contrary to the genius of our institutions. The separate States are not to be absorbed, nor sunk into provincial dependencies.

We seek the harmonious blending of the centrifugal and centripetal, liberty and union, local self-government, and a Federal government, all preserved in strength and orderly unity.

National aid to State schools will secure the benefits of a national education. A national tie, as distinct from a civic tie, springing from a common origin, from inbred instincts, from a common country, common literature, common struggles and triumphs, common hopes and aspirations, is capable of being formed and strengthened. Herder, Lessing, Wieland, and Goethe, in their zeal for humanitarian cosmopolitanism, may deride patriotism as at the utmost a heroic weakness; but patriotism, love for the whole country, not to be confounded with fidelity to the State, is a potent factor of civilization, an essential element of national greatness and glory. There is a subtle, potential influence, springing from the proud consciousness of belonging to a great and honored country, which evokes manly self-respect and generates noblest deeds of daring and chivalry. To be an American is something quite distinct from being a New Yorker or a Kentuckian, and is a "well-spring of character" such as exalted the Roman citizen in the days of his country's greatest glory. This broad patriotism can be enkindled or stimulated by a measure of relief which comes in an hour of need, and which shall conduce to the obliteration of sectional prejudices, to the unification of the people, and to the preservation of our free institutions.

Items from Reports of Superintendents for January.

ALBEMARLE CO.—L. A. Michie, Superintendent. "The average system, though somewhat distasteful to some of the teachers, is working harmoniously and has at least the good effect of stimulating teachers to encourage regular attendance. Altogether, our schools are in quite a healthy and satisfactory condition."

APPOMATTOX CO.—J. B. Bristow, Superintendent. "There are three colored schools that will be opened early in February—one with a white teacher at the almost unanimous request of the patrons. Three white schools have been opened, from which no monthly reports have been received. As compared with corresponding month of last year, our schools are much better and the teachers more thoroughly interested in their high calling. I have a corps of teachers of whom any Superintendent might be proud. They are, as far as our school work is concerned, in full sympathy with the Superintendent in his endeavors to advance the cause of education and improved teaching from more elevating motives. Appomattox teachers are honestly pressing to the front. Quite a large majority expect to make this their *successful life-work*."

AUGUSTA CO.—H. S. Roller, Superintendent. "It has been a noticeable fact to me during my visits that those from whom I expected most (teachers of graded schools—men of long, and it would seem of tried experience) are more faulty, especially in discipline, than my young and inexperienced teachers. That I may make my Institute work of practical benefit to my teachers, I shall hold three Institutes during this month—one for every two districts. My opinion is that, by this means, I will avoid a bad feature which has characterized all former Institutes—all *work* being *done by a few individuals*. The enthusiasm with which my teachers seem to hail the approaching conventions is, I think, prophetic of a higher state of culture and proficiency on the part of teachers and a consequent higher grade of instruction and a better era of progress for our schools."

BLAND CO.—J. T. Taylor, Superintendent. "Notwithstanding the bad weather of this month our monthly and daily enrolment went over last month. The *pro rata* system must be the cause: Good! Everything is doing well, all things considered, but we are trying to accomplish more. The hardest thing to do in the system is to put the schools where they ought to be, so as to give all an equal share of the funds."

BUCKINGHAM CO.—A. J. Eppes, Superintendent. "In consequence of the very bad weather in January a large number of our schools were closed temporarily. My visitation thus far has been very satisfactory, both as to the efficiency and zeal of the teachers, and the growing sentiment on the part of the people in favor of public education."

CAROLINE CO.—B. B. Wright, Superintendent. "I requested and secured an appropriation of \$300 from the town of Bowling Green, to assist in building a house in that town for a graded school of three or four teachers, which I hope to have ready by September next. I think the prospect good for a first-class school."

CHESTERFIELD CO.—E. S. Robinson, Superintendent. "The question of average attendance in the new school law has been the means of saving, at least, half dozen of our schools—the teachers are working, and visiting the patrons and telling them the importance of keeping up the average. One of my best schools went down to nine. I notified the trustees that the school must be closed—they notified the teacher, and gave her one week to work the school up again. It now numbers between twenty-five and thirty."

CLARKE CO.—C. M. Louthan, Superintendent: "A Teachers' Institute was held at Berryville, on Friday, February 1. Five-sixths of the teachers of the county present. The teachers were addressed by Professor Hoenshel of the Middletown (Frederick county) Normal school, in able and highly instructive addresses. A resolution requesting our representatives in the General Assembly to urge such legislation as would change the minimum school age from five to seven years, after a discussion of much interest, was lost by a close vote, the colored teachers being a unit in opposition to a change."

DICKERSON CO.—J. M. Thornbury, Superintendent: "Our schools are better attended this year than ever before. Teachers have exerted themselves to procure attendance. Everything is in perfect harmony."

FREDERICK CO.—A. M. Pierce, Superintendent: "Our Teachers' Institute will open to-morrow, and will continue two days—the 14th and 15th. I expect a full

attendance. Our colored school population in the county is so scattered as to render it impossible to reach them all. We will build several school-houses in the early spring."

GRAYSON CO.—W. S. Hale, Superintendent: "The unusual amount of snow and ice during the month of January rendered our mountain roads almost impassable. For this reason no visiting has been done. The extreme cold weather, together with contagious diseases in some parts of the county, is reducing the attendance on the schools. A few have been forced to suspend for a short time."

HALIFAX CO.—E. B. Jeffress, Superintendent: "The cause of a smaller number of pupils reported this month, is not from any falling off of schools, but owing to the fact that the county papers published that there was no Superintendent, together with the refusal of the county Treasurer to pay the Superintendent's checks. The schools are in operation."

HANOVER CO.—J. L. Valentine, Superintendent. "In consequence of the bad weather during the month, many of the schools have not reported. Two schools are vacant in Henry District in consequence of the refusal of the owners of the houses to let the teachers have the use of the same for school purposes—one vacant, the teacher having to resign on account of sickness. The schools in operation are improving in interest and efficiency."

HENRY CO.—J. M. Smith, Superintendent. "The averages of the schools have not been as good this month as they will be when the weather gets better. All the schools, with the exception of two, have made the legal average. I have made a change in the visits to my schools. I notify my teachers that I will visit a certain school upon a certain day, requiring all the neighboring teachers to be present. I invite all the patrons of all the schools. I inquire into the condition of every school, and have the people to give their opinion as to the success—if a failure, to know the cause. This course satisfies the people; for they know that the officials are seeking to secure the greatest amount of good to the people from the system. This course works much better than single visits to the schools."

HIGHLAND CO.—Sidney Ruckman, Superintendent. "Petitions are circulating in this county asking the Legislature to take such action as may be necessary to authorize elections to be held by school districts, that voters may say whether additional tax shall be levied for district purposes. The County School Board has recommended the full levy allowed by law. I am pleased to be able to state that more schools are in operation in this county than ever before, with a larger enrolment and higher average daily attendance than ever shown at this time of year."

JAMES CITY CO.—C. W. Taylor, Superintendent. "Our average attendance for the month of January, considering the weather, has been very large, and the schools, with one or two exceptions, are in a flourishing condition. We have comfortable houses in all the districts but one—Williamsburg District has no public school-house. We expected to build one or two this year, but have been disappointed."

MADISON CO.—H. N. Fry, Superintendent. "I have visited most of the schools, and find them well attended and doing good work. It is noticeable that the teachers who attended the Normals last summer are the most efficient teachers we have."

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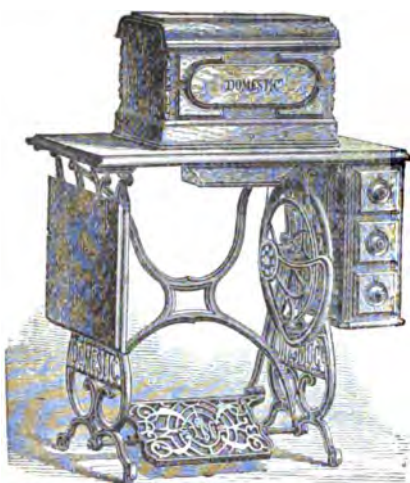
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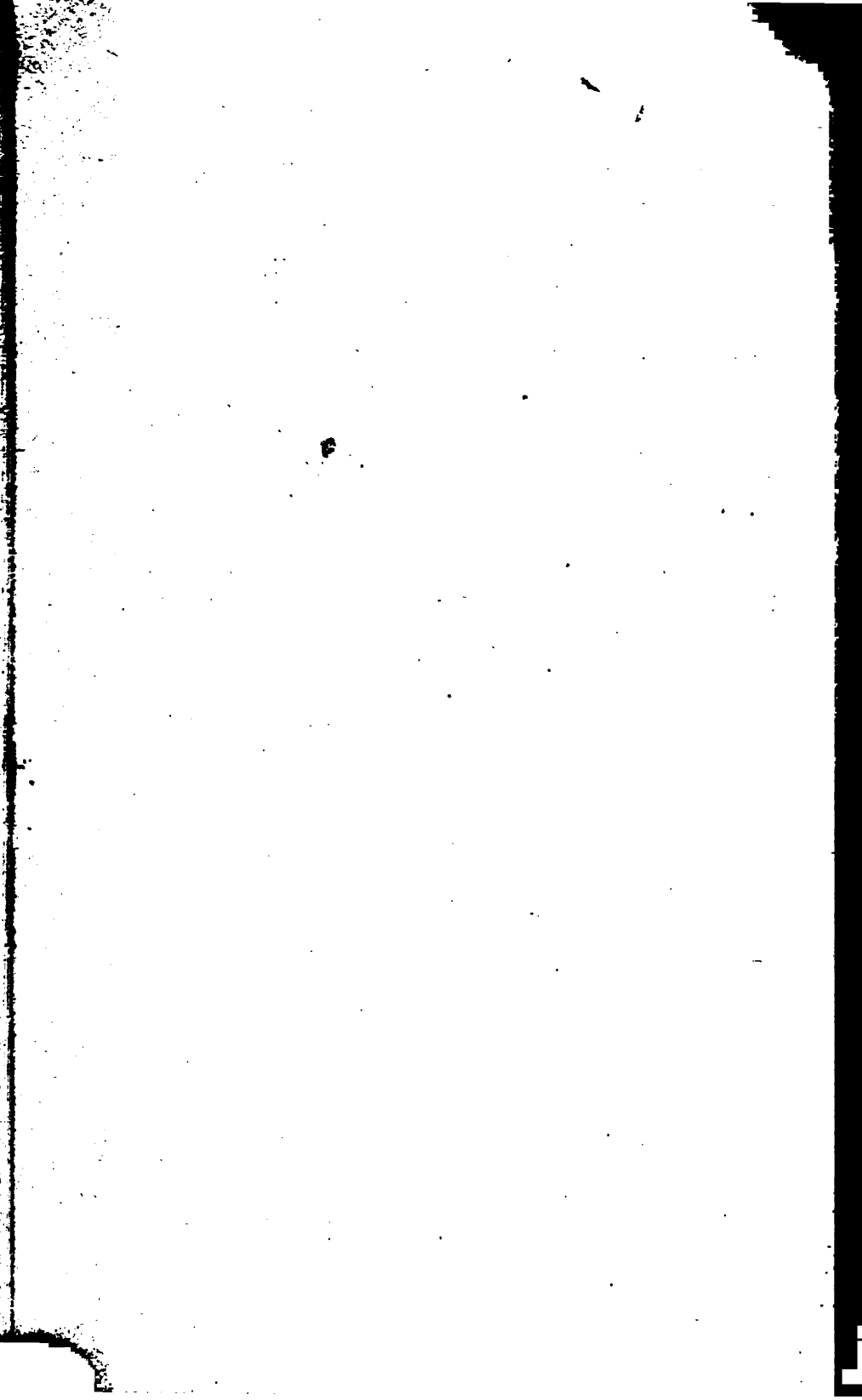
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THE Educational Journal of Virginia.

Vol. XV.

Richmond, Va., March, 1884.

No. 3.

Normal School for Whites.

ADDRESS OF DR. CURRY BEFORE THE COMMITTEES OF THE TWO
HOUSES OF THE GENERAL ASSEMBLY.

Rev. J. L. M. Curry, D. D., appeared, by invitation, before the Educational Committees of the two houses of the General Assembly during the recent session, and addressed them on the importance of normal instruction in general, and especially the need of a normal school for the education of white teachers in Virginia. Two normal schools for colored teachers had been provided. This was right, but there was need also for normal instruction for white teachers.

Popular education, said Dr. Curry, is necessary to the existence and prosperity of a free State and to the existence of individual freedom. On account of the relation that popular education holds to the well-being of the State as a political organization and as composed of free and independent citizens the public schools are objects of the highest possible concern. Every State, in which any fair proportion of the people have been educated, has accomplished it by means of public schools. Virginia, in her constitution and laws, is committed to the theory that the State should undertake the public education of its children. Hence she has organized the public school system with its necessary appliances. For the support of this system the people are taxed. Last year the total expenses amounted to more than a million and a quarter of dollars. The State practically compels the people to educate their children in the public schools. The State is, therefore, logically compelled to see that good teachers are provided for these schools. Well educated and trained teachers are essential to the highest success of the public schools. If the State takes the people's money it is bound to see to it that they receive full value therefor. If the teacher is worthless the investment is lost. If the well educated and well-trained teacher is worth twice as much as the ignorant and untrained one, the State should take proper and ade-

quate measures that the school money be not wasted and the children cursed by ignorant and incompetent teachers. The teacher makes the school, whether good or bad. Hence public economy demands that suitable and sufficient means for the preparation of good teachers be provided. An expenditure for poor teachers is a pecuniary waste and a waste of the golden opportunities of childhood. The average length of time that the American child remains at school is less than four years. It is important, therefore, to use this time to the best advantage. Thus the cost of a good teacher is a profitable investment, a blessing to the community and is of incalculable value to the pupil.

Teachers must be fitted for their office by special preparatory training. Such is the experience and observation of all competent to decide such a question. It stands to reason that he or she who undertakes to awaken and guide the human intellect should have a special preparatory training for such a responsible work. Skill and knowledge are demanded in every pursuit of life. How infinitely greater the need when the material to be operated on is not dead matter, but the human mind, which is to be instructed, where faculties are to be trained, and whose influences for good or ill will last throughout eternity.

There is a widespread and lamentable lack of competent teachers. We cannot judge by those we meet in the cities. They enjoy exceptional advantages. There is much "humbuggery" in schools. The education obtained is a poor result compared with what might have been accomplished if the teacher were qualified by more scholarship, general culture and special training. As a rule the school that makes the greatest *show* is the one which is a financial success. The disposition to put forward in the school course such things as will "pay" sacrifices the solid and substantial to the superficial and ornamental. In the training school there is need of patient and persistent labor in the fundamentals. This is not possible in the present state of public opinion, unless the normal school be made independent of public patronage.

The ordinary school agencies are inadequate to supply the need for trained teachers. So far as Virginia is concerned, this is shown by the last report of the Superintendent of Public Instruction in the fact that out of 5,078 teachers in the public schools only eighty-seven have been educated at the State institutions. Yet, even graduates of colleges need special preparation for teaching as for any other profession.

The necessity and practicability of special agencies for the training of teachers is shown by the establishment of chairs of pedagogics, teachers' departments, and special courses of study for teachers in colleges; by the holding of teachers' institutes, which Governor Cameron recently wisely and properly commended to the attention of the General Assembly, and by the establishment of normal schools.

In Europe the normal school is regarded as a necessary auxiliary to a system of public education. It was first established in Germany over 200 years ago, and in that country normal schools are most numerous and flourishing. It is now found in nearly every State of the United States. In Massachusetts over 40 per cent. of the teachers have had normal training. In New York and Pennsylvania 25 per cent. A normal school is designed to train teachers, or to prepare them to enter on their work. Its rank is determined by the character and success of its operations. A normal school presupposes that teaching is founded upon principles that may be applied to the communication of knowledge and in the development of mental power. If the knowledge of teaching a subject is more than a knowledge of the subject itself, or if the ability to teach is more than the ability to learn, then special attention must be given to the acquisition of the teaching power. Every profession needs a general and a special preparation. General knowledge does not make a doctor, a lawyer, an engineer or an architect, nor will it make a teacher. Special preparation for teaching as a life-work is to be given by the normal school. The pupils in the normal school must show (1) that they know the subjects taught, and (2) that they can impart this knowledge to others. The end of school-work is the education of the child—the imparting of knowledge and the drawing out and strengthening of its faculties. The object of the normal school is to make its pupil a *skilled instrument* for the education of the child. It must therefore give to them a definite idea of the true object, principles, and methods of education; a thorough knowledge of the subject he will need to teach, with such facility and skill in the application of these principles and this knowledge as will enable him to organize, control, and classify the school and educate the pupils. This training is simply a means to an end, and all studies should be conducted with special reference to the best ways of teaching them. The pupils, in turn, are required to teach under the criticism of the teacher and of their fellow-students, and should be able to teach others what has been learned. They are required to do practical work in the class-room under the eye of an

efficient training-teacher—thus pursuing the only sure way of acquiring the power to do—*by doing*. They are expected, therefore, to gain at a normal school—

1. Thorough *teaching* knowledge.
2. Knowledge of the guiding principles of the art.
3. Best methods of instruction and government; and
4. Skill in the art of teaching by practice.

Three kinds of knowledge are essential to the teacher :

1. Knowledge of the nature of the being to be taught.
2. He must clearly understand the knowledge, the facts—or the subject-matter to be presented to that being.
3. He should know the method of bringing the knowledge and the being together, and the best modes of doing this work.

The Legislature appropriates money to secure training in military discipline. At least give for the training of teachers as much as you give to make soldiers. And if through the normal school teaching is improved ten per cent. then the normal school is worth one tenth of the whole amount expended on public schools.

Normal schools stand to-day unsurpassed as an economical, well-tryed, and approved agency for the education and training of teachers. Their necessity and worth have been demonstrated, and they have grown in number, efficiency and popular favor. School officers bear constant testimony to their value. Says one, "Now after a period of forty-three years, normal schools are no longer regarded in Massachusetts as an experiment. They have a history and a recognized character that entitle them to be classed among the most efficient educational agencies of the State. Beginning in the face of indifference, incredulity and opposition, they have won recognition by actual success." The experience of all countries, both in the old world and in the new, shows conclusively that it is impossible to maintain an efficient system of public instruction without connecting with it some plan for the education of teachers.

In conclusion he presented the following recapitulation of the arguments of the address :

1. The education of the young is so vital to the well-being of society that the State must attend to it as a matter of self-preservation ; that this is the cheapest, best and only method of universal education.
2. The proper preparation of teachers is essential to any system of education.
3. Experience in this and other countries shows that teachers are

not forthcoming in sufficient numbers and of the right kind unless the State makes provision for their preparation.

4. Normal schools are the best means of preparation, and hence are as truly and legitimately a part of the public school system as any other part.

In conclusion, Dr. Curry urged the passage of a bill for the establishment of a normal school for the education of white teachers. He said that it was only a question of time; that if not passed now it would be only a few years before public sentiment would demand it. He promised that if such a school were established at least a third of its current expenses would be defrayed by the Peabody Educational Fund.

Outline of Primary Arithmetic.

BY S. T. PENDLETON.

IV.

MULTIPLICATION.—This is taught on exactly the same plan as addition. Commencing with what the scholar knows, addition, we get him to make the multiplication table—first the 2d column thus:

$$\begin{aligned} 2+2 &= 2 \times 2 = \\ 2+2+2 &= 2 \times 3 = \\ 2+2+2+2 &= 2 \times 4 = \\ &\&c. \end{aligned}$$

Then get him to memorize it in order, forward, backward, out of order; and writing down on the blackboard, point at the different figures in every order and get the scholar to give the product of each figure into 2; or, without pointing, let each scholar in succession say, 2 time 9 are 18, 2 times 4 are 8, &c. (and sometimes only the products, 18, 8, &c.), around the class, starting at different figures at different rounds.

$$\begin{array}{r} \times \\ 2 \\ - \\ 9 \\ 4 \\ 0 \\ 8 \\ 6 \\ 3 \\ 7 \\ 2 \end{array}$$

Also, as another method of drill and test, call out 4×2 , 8×2 , 5×2 , 9×2 , and getting them to write the products on the slate, and to prevent copying, holding the slate at the breast, or putting a book over each product as written, or sitting or standing a yard apart. Another plan,

$$\begin{array}{r} 5 \\ 1 \end{array}$$

number the scholars 1, 2, 3, 4; give No. 1's one set of such questions, No. 2's another set, &c.; let them turn their slates, when finished, and write the whole column a number of times, while you examine either by going to the slates, or by having the slates passed to the front, and examine all of each number at one time, &c.

We also teach $2 \times 9 + 1 =$ if 3d column, $3 \times 9 + 1 =$
 $2 \times 5 + 1 =$ $3 \times 9 + 2 =$
 &c. $3 \times 5 + 2 =$
 $3 \times 5 + 1 =$ &c.

We are then ready, as the next step, to give large numbers to multiply by 2; as 985473

2

Give a good many examples.

As a *preliminary mental* drill, the teacher can have before him the multiplicand, as 985473, and pass around the class, asking, 2 times 3? 2 times 7? 2 times 4, and 1? 2 times 5? 2 times 8, and 1? 2 times 9, and 1? (and so for *any multiplicand or multiplier*); and then get the class to write the example on their slates and work it out.

Also the opposite (as in White),

$2 \ 1 \ 2 \ 2 \ 1$ $2 \ 1 \ 2 \ 2 \ 1$ $2 \ 1 \ 2 \ 2 \ 1$ the multiplicand figures
 3 &c., 6 8 being 1 and 2.

Do the same with the third column, and then the second and third mixed, and then give examples, the multiplicand containing 1, 2, 3, and the multiplier being any number, as

$1 \ 2 \ 2 \ 3 \ 3 \ 1$ $1 \ 2 \ 3 \ 2 \ 2 \ 3$
 6 9

Also examples with multiplier 3, as

$9 \ 8 \ 7 \ 6 \ 4 \ 3 \ 2 \ 1$
 3 &c.

And so on for each other column.

But notice the following triangle and principle of $3 \times 2 = 2 \times 3$, which will shorten the work by half, always drilling in each column, beginning with the second, 3×2 , 2×3 , 8×2 , 2×8 , 2×5 , 5×2 , &c.:

2×2								
2×3	3×3							
2×4	3×4	4×4						
2×5	3×5	4×5	5×5					
2×6	3×6	4×6	5×6	6×6				
2×7	3×7	4×7	5×7	6×7	7×7			
2×8	3×8	4×8	5×8	6×8	7×8	8×8		
2×9	3×9	4×9	5×9	6×9	7×9	8×9	9×9*	

We then need only to begin each column with the number of the column into itself; as, third column, 3×3 ; fourth column, 4×4 , &c.; so that when we get to the ninth column the scholar knows all of the ninth column except 9×9 ; as

$8 \times 9 = 9 \times 8$, in eighth column; $7 \times 9 = 9 \times 7$, in seventh column;
 $6 \times 9 = 9 \times 6$, in sixth column; $5 \times 9 = 9 \times 5$, in fifth column, &c.

We also use oral drills and practical questions, mental and written, combining +, −, $\times$. Also o's in *multiplicand*; o's in multiplier, as 10, 100, &c., also, 20, 30, 3200, &c.

For proof, we give thus,

9 8 7 4 6	9 8 7 4 6
7	3
-----	-----
6 9 1 2 2 2	2 9 6 2 3 8
2 9 6 2 3 8	

9 8 7 4 6 c	

because 7 times a number plus 3 times the number equal 10 times the number.

When we have taught multiplying by a single figure, and by 10, 11, and 12, as by a single figure, we teach multiplying by a number of several figures, using as multipliers, 23, 34, 45, 54, 56, 76, 78, 79, then miscellaneous multipliers of two figures; then the multipliers 234, 456, 576, 678, 789, then miscellaneous multipliers of three figures, &c. Three cases are to be noted: 1st. Multiplying numbers containing

* Say in 10th line, o at end; 11th line, repeat the figure; 12th line, multiply in mind, as

12
2
—
24

Then we have left only 11×11 , 11×12 , 12×12 .

small figures, because there is a *difficulty* in *sometimes carrying*, and *sometimes not*. 2d. Multipliers containing the larger figures, as 6879. 3d. Multiplying numbers containing 0's, as 4089. 43009, whether multipliers or multiplicands; 2089009×12 . We sometimes use such proof as

$$\begin{array}{r} 98469 \\ \underline{27} \end{array} \qquad \begin{array}{r} 98469 \\ \underline{73} \end{array}$$

and add products and get 9846900, because 27 times plus 73 times equal 100 times.

And $\begin{array}{r} 567489 \\ \underline{23467} \end{array} \qquad \begin{array}{r} 567489 \\ \underline{76533} \end{array}$ and add products and get 56748900000, because $23467 + 76533 = 100000$.

Keep up accuracy, quick oral work, and plain figures; also time the scholars and see how many examples each can work in a given time, to get up a spirit for quick work.

Pendleton's Arithmetic Cards contain any number of suitable examples for drill.

The Teacher's Influence.

SUPT. G. J. LUCKEY, PITTSBURG, PA.

The education of an individual, or of a community, is a much more rapid process to-day than it was in the ages that are past and gone. Then the only educating agencies were the church and the family; then the thoughts, the convictions, the customs and the prejudices of a generation were almost exact duplicates of those of preceding ages; but to-day we have so multiplied the educational forces that it has become possible for individuals and communities to be entirely changed in their customs, habits and convictions in a single generation. The invention of printing makes the thought of each individual the common property of mankind; the telegraph daily brings into every household the important doings of all nations; and the improved modes of travel make it possible for us to visit the remote ends of the earth, and for people of different climates and languages to mingle together and learn from each other. But we must

not suppose that the open, visible and recognized educational agencies are the only ones that influence the belief and actions of mankind. From the cradle to the grave our opinions and actions are, in a considerable degree, molded and controlled by a thousand subtle agencies; they are influenced by the words and acts of our companions in childhood, by the mountains that encircle our homes, by the rivers upon whose shaded banks we hold our childish sports, by the storms of summer, by the snows of winter, and by the delicate flower that sheds its perfume on the gentle breezes of spring time. But of all the educational agencies, there is no one that exerts so powerful an influence upon the human mind as does the professional teacher. In his hands is the destiny of the American people; to his care has been committed human liberty and free institutions, and he should be prepared to accept the responsibility which the people, the nation, and the nineteenth century have imposed upon him. This great nation was not born of chance; the principles of free government were not the discoveries of a single generation; the love of liberty and the hate of tyrants were the results and outgrowth of a long-continued process of education; thought was quickened by perception, cultured by hardships and suffering, and ripened amid scenes of carnage and bloodshed. The result of this education of our fathers is a nation of free-men. As it was developed by education, so must it be preserved by education; and under our peculiar system of government the chief responsibility for its preservation has been placed in the hands of the public school-teacher; hence the necessity that the teacher should realize his responsibility, and that he be thoroughly prepared for the great work in which he is enlisted. What shall be the nature of the preparation?

He should have a sound body. I know that great things have sometimes been accomplished by men whose souls have been confined in fragile shells, but the rule is the other way. A forest tree, planted in the crevice of a rock, may sometimes be the peer of its more fortunate neighbors in the valley below, but yet men do not search for the finest timber upon the rocky hillside. The fruit from the blighted apple-tree may, in the distance, look red and luscious, but on close inspection you will find the marks of disease plainly written in the core. The work of the teacher is of such a nature that it will soon destroy a sickly body; and he who possesses an unsound constitution, if he values life, should never preside at a teacher's desk.

Accompanying a healthy physique the teacher should have a cul-

tured intellect. By this I mean more than a knowledge of books. Side by side with his knowledge of mathematics he should have a knowledge of the world; underlying his knowledge of geography should be a knowledge of mankind; and above and beyond his knowledge of science and astronomy should be a knowledge of Him who made all things. The teacher is the pupil's model, and this model should be as perfect as it is possible to have it. Every word spoken, every motion made, every action performed by the teacher, has its part in the education of those placed in his charge. If the teacher is uncultured in expression, the pupil will imitate him; if he is rude and awkward in his manners and movements, the pupil will be like him; if he is drowsy and slow in his actions, the pupil will incline to be dull and stupid.

The teacher should be a student of child-nature, and have a heart big enough and good enough to furnish sympathy in every childish sorrow; he should possess a centripetal force which should draw every individual pupil toward him, and this force should be strong enough to reach out over fields and hills, through streets and alleys, to every home. He who possesses the opposite repulsing or centrifugal force can never be a teacher; he may keep school and draw a salary, but he cannot be an educational force. The true teacher must not only understand science, but he must know himself; and his ability to govern and control others will depend largely upon his ability to control and govern himself. A man may have a sound body and possess good literary attainments, and fail as an educator for want of enthusiasm. To be a successful teacher he must have unbounded zeal in his calling; he must realize the great importance of his work; he must feel that he is engaged in making citizens of a great republic, in making mankind better and in helping his little corner of earth to be happier and purer.

The American teacher can follow no model—his work is different from that of all who have gone before him. In older countries the teacher supplements home-training, and home-training is a well-defined, definite, positive quantity. Here the teacher's work is not supplementary but original. We are building a new nation; we must take the different people from all nations and climes and mould them into a new nationality; we must change their language and their customs; we must teach them to love another flag and wean them from the graves and traditions of their fathers; in short, we must transform them from serfs to sovereigns, from slaves to men. If we are successful in our work the future historian will record the existence of a

nation more populous than ancient Rome and more cultured than Greece. If the Roman forum gave law to the world, and the gardens of Athens furnished her with models of art and oratory, may it not yet be said that the American school-house gave liberty to human-kind? Whatever this great Nation is to be in the future, whatever blessings are to be bestowed upon the human family, the public school must largely determine.

Already the public school has done much to make mankind better. In it the children of all denominations and parties form a common brotherhood. The walls of prejudice and hate which divided our fathers into hostile sects and parties have been leveled to the earth, and only imaginary lines are felt instead. Those who in youth sit at the same desk, play at the same games and recite in the same classes cannot and will not be enemies in manhood.

The rack, the thumb-screw and the stake might flourish when education was in the hands of sects and clans, when love was circumscribed and hate was universal, but they can have no place where dividing lines between sects have been obliterated and where the human family constitute a single clan unbounded by color or nationality. The question of the Great Master asked eighteen centuries ago, Who is my neighbor? is answered to-day in every public school in the land, in the teaching that,—Every man is my neighbor; no matter where he is born, no matter what his political belief or what his religious opinions: if he bears the image of God he is my neighbor.—*Education*.

Working by Rules.

[Professor Webster has, we are quite sure, misconceived the *object* of the problem mentioned. We should be pleased to have something from him on "the better way."—ED.]

To teach pupils to solve problems by rules seems to me next to no teaching at all. There is a still popular theory of "teaching" based on the absurd dictum, "Never tell the pupil anything, but let him work by the rule." What is the "rule," at best, but an absent, perhaps a dead teacher, telling by printed words, what a live teacher could tell much more judiciously by living speech? It may, perhaps, be a convenient doctrine for some so-called teachers to "never tell anything." I do not hesitate to say that no person ever understood the solution of any question or problem, if a printed or written rule

was necessary for him to solve it by. Rules are often convenient for practical calculations, to expedite business, but should have no place in an educational course. Who would advocate the use of interest tables in school as a means of teaching "interest?"

Rules often give but approximate results when solutions without them give exact results. The problem solved by *rule* on page 44 of the February number of this JOURNAL is an example of approximate results.

The exact area of the supposed plank, 12 feet long, 12 inches wide at one end and 18 inches wide at the other end, is 15 square feet. The sum of the two halves, as given in the JOURNAL, is 15.00599775 square feet. This is .864 of a square inch too much.

Can any one, by the usual rules, obtain exact answers to the two following problems?

1. How long a lead pipe of one inch external diameter and one-fourth of an inch thick can be made from a solid sphere of lead one foot in diameter? No allowance is to be made for waste or change of density.

2. How long a wire .01 of an inch in diameter can be made from the lead pipe, as above named?

Both answers can be exactly expressed in feet. To solve these problems accurately, there is no need of any rule or reference to any ratio of circumference to diameter.

If these views seem heterodox to any readers of the JOURNAL, I will undertake to convince the most rule-bound advocate of the necessity of rule-work that there is a better way, if so requested.

N. B. WEBSTER.

Norfolk, Va.

Why Do Children Dislike History?

BY THOMAS WENTWORTH HIGGINSON.

It has always seemed to me creditable to the brains of children that they dislike what we call the study of history. It is surely unfair to blame them, when they certainly like it quite as well as do their parents. The father brings home to his little son, from the public library, the first volume of Hildreth's United States, and says to him, "There, my son, is the book for you, and there are five more volumes just like it." Then he goes back to his *Sunday Herald*,

and his wife reverts to *But Yet a Woman* or *Mr. Isaacs*; both feeling that they have done their duty to the child's mind. Would they ever read through the six volumes of Hildreth consecutively for themselves?

Yet it needs but little reflection to see that no study is in itself—apart from the treatment—so interesting as history. For what is it that most interests every child? Human beings. What is history? The record of human beings, that is all.

We are accustomed to say, and truly, that every child is a born naturalist. But where is the child who would not any time leave the society of animals for that of human beings? Even the bear and raccoon are not personally more interesting to the country boy than the endless tales of the men who trapped the one and shot the other. The boy by the seaside would rather listen to the sailors' yarns than go fishing. Even stories about animals must have the human element thrown in, to make them fully fascinating; children must hear, not only about the wolf and his den, but about General Putnam, who went into it; and they would rather hear about Indian wars than either, because there all the participants are men. The gentlest girl likes to read the *Swiss Family Robinson*, or to dress up for a "centennial tea-party." But early Puritan history is all *Swiss Family Robinson*, with many added excitements thrown in; and the colonial and revolutionary periods are all a "centennial tea-party." If we could only make the characters live and move, with their own costume and their own looks, in our instruction, they would absorb the attention of every child.

It is idle to say, "But the children prefer fiction to fact." Not at all; they prefer fact to fiction, if it is only made equally interesting. The test is this: Tell a boy a story, which he supposes to be true, and then disclose that it is all invention. If the boy preferred fiction to fact, he would be pleased. Not at all; he is disappointed. On the other hand, if, after telling some absorbing and marvellous tale, you can honestly add, "My dear child, all this really happened to your father when he was little," or, "to your respected great-grand-mother," the child is delighted.

In truth, the whole situation, in respect to history, is described in that well-known conversation between the English clergyman, and the play-actor. "Why is it," asked the clergyman, "that you, who represent what everybody knows to be false, obtain more attention than we who deal in the most momentous realities?" "It is," said the actor, "because you represent the truth so that it seems like

fiction, while we depict fiction in such a manner that it has the effect of truth."

The moral of it all is, that the fault is not in the child, but in us who write the books and teach the lessons. History is but a series of tales of human beings. Human beings form the theme which of all things is most congenial to the child's mind. If the subject loses all of its charms by our handling, the fault is ours, and we should not blame the child.—*Methods of Teaching History.*

Hints to Young Teachers.

Be punctual. You cannot enforce punctuality on others unless you set an example of it yourself.

Keep a cheerful countenance; your face is a looking-glass, and should give only pleasant reflections. It costs no more to look good-humored than to look glum, and it will add seven years to your life. If you must put on a sour face, and wrinkle your brows, and let down the corners of your mouth, let it be in the dark, where no one will suffer from it but yourself.

Avoid forming the habit of fault-finding and scolding. Never withhold approbation when you can give it conscientiously. Never find fault, unless compelled to do so. The withholding of praise will soon be regarded as an expression of displeasure. So you will save time and temper.

Give but few orders; see that they are obeyed promptly and fully. Give directions to a class in a firm and decided tone, loud enough (and only loud enough) to be heard by all concerned, the tone being that of command; disobedience will be a breach of discipline. Directions to an individual are better given in the form of a request, the tone being that of courtesy; disobedience will be a breach of good manners. "Attention! class; close books; take up slates; John, have the goodness to raise the window next you."

Keep your class well in hand; stir up the indolent; restrain the restless; give your instructions to the class, not to an individual. The class is the teacher's unit. The point to be gained is that every member of it shall be occupied by the same thoughts at the same time. Call occasionally for a general answer from the class by way of keeping them awake. Let the class answer by a show of hands, and call on *one* to answer orally. Never let two speak at once (except in concert recitations), nor *one* unless he has received permission.

Give short lessons. Try to have them well recited. If you fail, and find that the majority of the class are badly prepared, inflict the usual penalty at once; drop the form of recitation, and *teach* the subject matter of the lesson *viva voce*. You only waste time and temper by pumping a dry well.

If, owing to the weather, or your head ache, or the weariness of the pupils, or any other "circumstances beyond your control," you cannot fix the attention of the class on the lesson, stop; change the subject; take five minutes for calisthenics, if the weather is cool, or a song, if it is warm; give them a conundrum, or tell them a story; do something, anything, that will bring the thoughts of all the class into one channel, and then resume your lesson. Never allow yourself to talk to a restless or inattentive class, and, remember, the restlessness and inattention may be as much your fault as theirs.

Order is essential; but it should not be your primary object. Order is to teaching what the shadow is to the substance—an accompaniment, a sign, an effect—not a cause. If a school is well taught, good order necessarily follows. But a teacher, well armed, may have good external order, and do no good teaching. Such order is not "Heaven's first law." The more perfect the order in a badly taught school, the worse it is for the scholars. Perfect silence, unbroken stillness, are not in themselves desirable for young children, however necessary they may be for good school work. A good teacher will rather seek to produce them as the results of good teaching than to enforce them as conditions precedent to teaching. Maintain no more and no less order than is necessary to enable teachers and pupils to do their work efficiently. The mind cannot work to advantage unless free from external constraint and internal anxiety. Be careful, therefore, to make your pupils feel at home. Do not drive, habitually, with a tight rein, but be ready to pull up at a moment's warning.—*The Teacher*.

Arithmetical Teaching—Principles and Directions.

The two motives of arithmetical teaching are—

1. The development of the reasoning faculties.
2. The habit of accurate and rapid calculation.

To attain the first—

a. *All teaching must be objective.*

b. Objective study comprehends either fixing the attention upon

objects directly or concentrating the mind upon mental pictures of objects (percepts).

c. Seeing the relations of things is reasoning; it follows then that without the actual presence of the things, or the impressions in the mind produced by the things, *reasoning is impossible*.

d. The words of a problem must represent to the mind things and their relations with sufficient clearness, or the problem cannot be properly solved.

e. Pupils should be led repeatedly to fix their attention upon the thing or process to be defined, and then be required to tell what they see. The rule should be deduced from the process and the principle from facts in the same way. When a rule or definition is understood it may be changed to the best form by suggestion and correction, and then learned *verbatim*.

f. The habit of thoroughly understanding a problem before any attempt to perform it is made, must be sedulously cultivated at the outset, and steadfastly adhered to throughout the course.

g. Telling pupils that which good teaching would lead them to discover for themselves, deprives them of opportunities for mental activity.

h. That which is practical (practised in common life), should be constantly used in teaching when it comes within the range of the course, as the use of money, weights, measures, and measurements, judging distance, keeping ordinary accounts, writing bills, notes, receipts, &c.

To attain the second—

a. The habit of accurate and rapid calculation is attained by repeated drills, proceeding from the easiest step to the next higher one, mastering one thing at a time, and keeping all previous acquirements in constant practice.

b. Use in calculating, as in the solution of problems, the fewest possible words and the briefest formulas, reading, for example, $4 + 7$ as 11, 6×8 as 48, just as h-o-r-s-e is pronounced without spelling.

c. Teach all that is alike in process together or in immediate succession, the more difficult following the less; thus addition of decimals and compound numbers is substantially one process, and if so taught will afford a wider range from which to draw examples.—

Colonel F. W. Parker.

EDUCATIONAL DECALOGUE.—The following fundamental principles of education are given by President Edward Brooks, Ph. D., in his *Normal Methods of Teaching* :

1. The primary object of education is the perfection of the individual.
2. The perfection of the individual is attained by a harmonious development of all his powers.
3. These powers develop naturally in a certain order, which should be followed in education.
4. The basis of this development is the self-activity of the child.
5. This self-activity has two distinct phases; from without inward,—receptive and acquisitive; and from within outward,—productive and expressive.
6. These two phases, the receptive and productive, should go hand in hand in the work of education.
7. There must be objective realities to supply the condition for the self-activity of the mind.
8. Education is not creative; it only assists in developing existing possibilities into realities.
9. Education should be modified by the different tastes and talents of the pupil.
10. A scheme of education should aim to attain the triune results,—development, learning and efficiency.

From the same author we quote the—

TEACHERS' DECALOGUE.—1. In education, culture is more than knowledge.

2. Exercise is the great law of culture.
3. The teacher should aim to give careful culture to the perceptive powers of the child.
4. The teacher should aim to furnish the memory of the child with facts and words.
5. The memory should be trained to operate by the laws of association and suggestion.
6. The power of forming ideal creations should be carefully cultivated.
7. The mind should be gradually led from concrete to abstract ideas.
8. A child should be gradually led from particular ideas to general ideas.

9. A child should be taught to reason, first inductively and then deductively.

10. A child should be gradually led to attain clear conceptions of the intuitive ideas and truths.

A Spelling Exercise.

Negroes, mulattoes, and sambos carried those pianos through the porticoes, and the echoes from the grottoes rose as tyros played solos round the heroes and hidalgoes, who were playing dominos and eating mangoes and potatoes, while tornados and siroccos raged round the volcanoes in the archipelagoes, frightening desperadoes and musquitoes as lassos do buffaloes.

Braggadocios, bravadoes, mestizos, viragoes, and albinos saw halos in grottoes, and on palmettoes with stilettos wrote centos and mottoes, mementos and manifestoes with innuendoes of the peccadillos of renegadoes and rancheros.

A harebrained numskull known as a prejudiced civilian and unparalleled rascallion superseded the colonel of the battalion.

A fiery erysipelas succeeded the rheumatic inflammation arising from exposure in the planing mill.

N. B. W.

The Massachusetts Experiment in Education.

BY CHARLES BARNARD.

The conventional school, with its book-lessons and recitations, is familiar to all; but the new public school, with its realistic methods, its entertaining sessions devoted apparently more to talking than recitation, more to amusement than drudgery, is unknown as yet except to the fortunate children of a few towns. We recently visited a model primary school-room in eastern Massachusetts, and, sitting down among the little children, tried to see the system pursued there from the little one's point of view.

It is a plain room, with windows on two sides. In the sunny windows are blossoming plants, and on the walls above the dado-like blackboard are pretty pictures, stuffed birds, and crayon sketches of plants and animals, shells, and curious things from fields and woods. The boys and girls enter the room together, and take their seats behind their little desks, on which are slates and pencils—nothing more. The teacher comes, a smiling woman with flowers in her hand. She advances to the front of the twoscore children and begins to sing. They all sing: "This is the way we wash our slates, wash our slates, so early in the morning. This is the way we wipe our slates,

wipe our slates, so early in the morning." Some of the girls bring little pails of water, and each child dips a sponge in the water and washes the slate as they sing.

"Pussy Willow's class," says the teacher, "may copy the red words; Tommy Thorndike's class may take the green words; and Jenny's class may take the white words."

These words are already written in colored crayons on the blackboard. Three rows of the children take their slates and begin to copy the colored words—a happy device for teaching to write and "to tell colors."

"Sophy May's class," resumes the teacher, "may come to the blackboard, and the babies may make a fence and a gate with the sticks."

One of the girls places a handful of large shoe-pegs on the desk of each of the youngest children, and several of the children come to the teacher's desk and stand before the blackboard. They are invited to tell what the teacher holds in her hand. Every hand is raised with almost frantic eagerness. They know what that is. "What is it, Johnny?" "A cat." "Can you tell me a story about it?" Every hand is up. "Well, Katy?" "I see a cat." "Good; now look at this on the board." She writes in script "cat." "What is that?" Not a hand is raised, though every eye is intently studying the unfamiliar letters. "What is this?" says the teacher, rapidly making a sketch of the cat. They all see that. "Now [pointing to the word] what does this stand for?" Two hands are up. "Freddy?" "A cat." "Oh, no. Mary?" "Cat." "Right! Now I will add our old friend," and with this the article is prefixed to the word. "Now Freddy is right—'a cat.' Who can find another?" With this the word "cat" is written a number of times on different parts of the board, and the children eagerly hunt it up.

The sentence, "I see a cat," is written on the board. That puzzles the children. One has it; another, and another. "Mary?" "I have a cat?" "No. Sophy?" "I see a cat." The word "see" is wholly new to the class, and they get at it from the context, and have its appearance fixed in the mind by association. "Now you may copy this on your slates. Good-bye." This dismisses the class, and they return to their seats to write and rewrite the two new words whose sound, meaning, and aspect they have just learned. The pronoun and the article they learned before; so that now they join them to new words, and study spelling, language and writing at the same time.

At first sight there appears no special novelty in this lesson. Other teachers have used objects as a basis of instruction. The thing to be observed is this: These children do not know their letters. They do not study the alphabet at all. The aim is far wider than mere learning to read. First, the child's interest must be won by the sight of some familiar object. Secondly, the word is a substitute for the picture. The child is not told anything. He must arrive at things through his own thinking. There is no reward or punishment, no head or foot of the class. Each one must tell a story—that is, he must say something, make a complete sentence, and not use detached words. Lastly, and perhaps the most important of all, the young scholar must be happy in his pursuit of knowledge, because that which is happily learned is remembered.

The youngest class in numbers is now called up to a large table, on which are scattered a number of wooden blocks, such as are used for toys. The six little men and women have learned already five numerals. They can count five, but no more. To-day they are to learn five more numbers. Again the same merry session,

the same stories told, language, expression, grammar, and numbers, all taught at once. Each child has ten blocks, and the game begins. The teacher leads the sport.

"I have five blocks, two and two and one. Now I hold one more. How many are there now?" Half the hands are up. "Well, Teddy?" "Seven," says Ted, with enthusiasm. "How many think Teddy is right? None. Well, Kitty, tell us about it." "I have five blocks, and I add one, and have six." "Six what?" "Six blocks." "How many noses have we around the table? Well, Tommy?" "Eight." "No; we will not count company. Tell me something about it." "I see seven noses." "Now we'll all go to sleep." Every head is bent down while the teacher quickly removes two of the six blocks. "We wake up and find something." Every eye is intently studying the blocks. "Tell us about it, Jenny." "There were six blocks, and two have been taken away." "How many are left, Teddy?" "There are four blocks left."

With exhaustless patience, good humor, and ingenuity the lesson proceeds, every problem being performed with the blocks, and every fact fixed in the mind by a statement made by the child. If bad grammar is used, it is quietly corrected without a word of explanation. The habit of right speaking is the only aim.

By this time the school is becoming weary. They have all worked hard for fifteen minutes. It is time for a change. The class is dismissed, and the teacher begins to sing. It is a merry song about the rain and the snow, and all join with the greatest interest, because at the end, when the snow falls and covers the ground, there are mock snow balls to be picked up from the floor and tossed all over the room in a jolly riot of fun. Everybody feels better and ready for work again.

The teacher writes a series of simple sums in addition on the board, and the whole school watch her with the keenest interest. Now for a grand competition in language, grammar, arithmetic, and imagination. As soon as the figures are set forth a dozen hands are up. "Well, Lizzy?" Lizzy rises and says: "I was walking in the fields, and I met two butterflies, and then I saw two more, and that made four butterflies." "Good." The answer is put under the sum, and another child is called. "I had seven red roses, and a man gave me three white roses, and then I had ten roses." By this time the school has caught the spirit of the game. Forty hands are up, trying in almost frantic eagerness for a chance to bowl over one of the sums and tell a story. Whispering is plenty. One by one the sums are answered and the quaint stories told. Then all the upper figures of the sums are removed, and the lesson is changed to subtraction. Again the stories. "I had four red apples, and I gave two away, and then I had two apples," etc. Nearly every one mentioned the color of the object described. The children plainly observed color in everything. They took their subjects from out of doors, as if all their thoughts were of the woods, the fields, and the street. The most striking feature of the lesson is the intense eagerness to tell something, the alertness, the free play to the imagination of the pupils, and the absence of formality and anything like a task or recitation. It is practically an exercise in imagination, grammar, language, expression, and arithmetic.

Then follows another song. The slates of those who have been writing are examined, and even the babies who were playing with the shoe-pegs are commended for their work. They are not strictly learners. They are like little fellows put in a boys' choir, not to sing, but to sit among singers in an atmosphere of study.

A class in reading is then called up. Each child has a book and reads a sentence

in turn. The manner of reading is peculiar. The pupil first reads the entire sentence over to herself in silence, and then, looking up from the book, speaks it in a natural manner, as if talking to the teacher. The lesson is a story, aptly illustrated by a good picture, and the children not only understand what they read, but enjoy it. This done, they turn back to a story they had read before. Now the exercise is to read the story, a paragraph at a time, in their own words, to practise expression, and to prove that they understand what they read. Next, a new story is taken, and the class gives its attention, not to the text, but to the picture. "Can any one tell me something about this picture?" There is an intense study over the book for a moment, and then the hands go up. "I see a dog." "I see a crane." "The crane is standing on one foot." "The dog is a pug." "Tell us something about the dog." "The dog has four legs." "He has two ears." "The crane has wings." "The crane is a bird." "The dog is an animal." "The dog looks very cross. Perhaps he is going to bark at the crane." All these statements are given in breathless eagerness, as if each child were anxious to add something to the sum of human knowledge, and not one of them is over seven years of age.

Another class is called. They form a line before the blackboard, and the teacher says: "Who can tell me something? Well, Susie?" "I have a red apple in my pocket." The teacher writes it on the board, and before it is written the hands are up and there is a ripple of laughter through the class. Teacher has made a mistake. "Where is it, Tommy?" "You made a small i at the beginning." "Right. Another story." "It is a cloudy day." This is written, "It's a cloudy Day." The hands go up again. "Where is it, Jane?" "The capital D is wrong." The hands are still up, eagerly thrust right in the teacher's face, in a sort of passionate anxiety to get the chance to explain the error. "She said *it is* and not *it's*." "Right." Still the hands are up. "The dot has been left out." "Good. Any more mistakes?" Not a hand is raised, though the eyes scan the letters again to see if there be nothing more. They crowd close up to the blackboard and watch every word as it is written with unflagging interest.

To vary the lesson, a sentence is written on the board containing two words the children have never seen. They swarm like bees around a plate of honey, standing close up to the strange words, even touching each letter with the tiny fingers, and silently trying to spell them out by the sound of the letters. One child tries and fails, plainly showing that nearly all the sentence is understood, but the new words are not wholly mastered. Another tries and gets it right, and is rewarded by dismissal to her seat. Other sentences and new words are tried, and there is a lively competition to read them. No one speaks the new words alone, but each reads the whole sentence in an intelligent manner, as if it were grasped as a whole. As fast as the right answer is given the pupils return to their seats, till all have answered.

The first class in simple fractions then comes up. It is studying the deep science of wholes and halves, quarters and eighths. The first step is really to see a whole divided into eight parts, and then to study a diagram on the board. The class gather around a low table, and each is given a lump of clay. Each one pats his lump down to a square pancake on the table. The object now is to enable each child to see visible quantities by size and weight, and the effect of division. The cake of clay is divided into two equal parts, and these again divided, and the portions compared by size and weight. Each experiment with the clay is made the basis of an example of fractions, and must be explained in words. The addition of fractions is studied

in the same way. One child's cake is divided into eight parts, and four are taken away, and half a cake is added to make a whole cake. The children see the one half and four eighths put together to form one whole, and they speak of it as a real fact, and not as an unmeaning formula read in a book. On the blackboard they draw in white chalk four bands of equal size. Then each is divided by green lines. The pupil sees, by tracing the colors through each band, the exact relation of whole, halves, and quarters.

With all the lessons that have been described there is at frequent intervals a story or some exercise to change the current of the thoughts. Not all these lessons can be seen in one day or in one school. They are only typical lessons as seen by the writer in different primary schools in Boston, Dedham, and Quincy.

If there is any one thing over which the children of the United States have shed floods of useless tears, it is the "Tables of Weights and Measures" in the ancient arithmetics. Here is a new set of miseries just come to the edge of these horrid tables. Shall they go on in the same unhappy way, trying to say "two pints make one quart," or shall they see the things, and, half in sport, learn the easy lesson? After the lesson they can glibly recite the table, because they have seen what it means.

Here are the tin and wooden measures, with a pail of water and a bushel of bran, ranged on the table before the class. The teacher holds up the smallest tin measure and asks what it is. Some say it is a quart, others a pint. After some delay it is decided to be a gill. "Can any one spell it or write it on the board?" This is done, and the next step is to experiment with the measure. One of the girls fills it with water and makes a statement about it: "I have one gill of water." Having obtained a unit of measure, the next is taken, and the pint is considered by filling it with water, by means of the gill measure, and counting the number of gills required to fill it. For dry measure, the bran is used instead of water.

This class are from nine to twelve years old. They are in the upper primary classes, and have already spent two or three years at school. It might be thought that they would not care for such methods of instruction. It does not so appear. There is the same alertness of attention, the same eagerness to tell a story or to express themselves, as in the youngest children, with perhaps a little less playfulness and more gravity.

A class in geography is studying the shape, surface, and the general features of the continent of Australia. One of the class is appointed to act as its scribe and write out the facts as learned. The pupils are supposed to have read their books, and are up now for examination. On the table before the class is a pile of brown moulding sand. The first step is to spell the name Australia. This, it may be remarked, is the constant practice—to spell all the important words of the lesson as it proceeds, the correct spelling being at the same time written on the board by the scribe. The study of the shape of Australia, its surface, mountain ranges, and plains, is performed entirely with the moulding sand. Each pupil volunteers a fact concerning the matter, and illustrates it in the heap of sand. First the general outline, then the capes, bays, etc., then the mountain ranges, plains, etc. If any one makes a mistake, either in describing the thing or in arranging the sand, there is a vote taken to see if the majority of the class can correct the error. By the end of the lesson a complete relief map has been constructed in sand on the table. Every subject in geography, the divisions of land and water, etc., that can be shown by a plan or map, is illustrated

on the table in the sand or with modelling clay. The child is not told to read in a book that "an island is a portion of land entirely surrounded by water." These children are given a lump of clay and instructed to make an island of clay on the table, and then to cover the top of the table (it is really a shallow tank) with water, to show that the island is really surrounded by water. In some schools the table is painted blue to represent the water, and the brown sand aptly indicates the land.

As with the weights and measures, so the measures of length are studied by means of tape stretched along the wall. Upon this tape the pupils measure off the foot, the yard, the rod. Each child is provided with a foot rule as a part of his school apparatus, and it is frequently used in the various lessons. The study of the rod and yard grows out of this, and they get what no one who merely learns by rote that "twelve inches make one foot, three feet one yard," etc., ever can get—an exact and real idea of the yard and rod. From this tape the teacher readily brings out a lesson in numbers. For instance, she writes on the board: "If I paid nine dollars for eighteen feet of land, how much did three yards cost?" The pupils see the foot and yard plainly marked off on the tape. They have a realizing sense of the comparative lengths, and this assists the mental process required to solve the question. In fact, all arithmetical problems can be taught by the blocks, the wet and dry measures, the rules and tapes, without once referring to a book. In point of fact, it does not appear advisable to use books at all, but to study numbers from objects, or by means of the board or stories of imaginary transactions from real life. The study of numbers is confined to the first four rules, simple fractions and perhaps interest. This carries the pupil about half-way through the grammar school, and it covers all that is required in ordinary business transactions. The tables, addition, multiplication, weights, etc., are in time all learned, but they are placed last, and not first. I heard a teacher recite rapidly a series of sums in this way: "I had six apples, I took one away, added five, divided by two, squared them, gave away five, lost one, sold two, bought ten and ten and five and four and three, and lost seven, and divided them all with Kate and Jenny and Tommy and Jack and Ned. How many did they have, and how many were left?" For about thirty seconds there was a pause, and then one called out that he had it, and then another and another, till all said they had solved the problem. Perhaps a whole minute elapsed, and then, on calling on one scholar for the answer, it was put to the vote of the school whether or not the answer was right. While there may be nothing specially novel in this method of teaching, this point must be observed: These children had been wholly instructed by the new methods. They were probably weak on the "tables," or in the mere parrot-like recitation of formulas, yet they displayed a degree of quickness, a readiness of memory, comprehension, and reasoning, that was remarkable. With shorter questions involving, say, two sums in one rapidly spoken in one sentence, the answers came in a volley from the class the instant the sentence was finished, showing that the mental processes had been just as rapid as the spoken words.

It is said that the majority of public-school children leave school when about half-way through the grammar school. The question is, Does this objective teaching fit or unfit the boy for his probable position in life? Is this the best schooling for the poor man's child? Without venturing our final opinion, it may be observed that the aims of the system are in the right direction, and that all the aims are more or less thoroughly accomplished. First of all, the child must be happy. He must be at ease and pleased with his work, or little will be learned, and the training will be slight.

The child has senses through which he receives all he can know, and makes known the thought that is in him. His senses must be trained by use; hence the games, the blocks, the colors, the music, pictures, and real objects. Imagination is, perhaps, the most valuable mental quality given to human beings: it must be cultivated continually, that the mind may work quickly and surely. This is the aim of the continual story-telling, the imaginary sums, and the use of pictures. The studies are very limited, because reading, writing, and arithmetic are the tools with which the work of the world is performed. These are enough for the boy or girl who must leave school before the grammar term is over. If he has these, the world of work and learning is all before him. It has been said that the boy taken from these schools and made an entry clerk will be a failure, because, while he is quick of observation, lively of imagination, and learned in a thousand things of the fields, the woods, and the sea, his business is to take the numbers from bales and boxes correctly. This is all that is required, and all the rest is useless. This may be true in a certain sense. Let us wait twenty years and see where the boy will be. Will he be still an entry clerk, or a merchant? In mechanical trades there is a fear that such teaching will unfit the boy for tending a nail machine or a shoe-pegging machine. This might be well founded if such trades were to cling to the old minute subdivisions of labor, and the Old World notion that a workman must stick to one trade all his life. A celebrated builder of machine tools once said of one of his lathes: "It will take a man of science to run that lathe." The tendency of all tools is towards complexity, and mechanical trades continually demand more "all round men," more workmen ready to change from tool to tool and task to task. The American boy from the new schools will be a master at many trades; he has been taught to use his imagination, to observe, to use his senses and his mind in a workmanlike manner.—*The Century*.

EDITORIAL PARAGRAPHS.

OUR READERS will notice the increase in the size of the JOURNAL. With the February number we increased it eight or ten pages. It is not yet as large as we desire. So soon as the increase in our subscription list will justify it we propose to enlarge it still more. Meantime we hope our friends will aid us in increasing our list of subscribers. The meeting of the Conference of Superintendents, soon to occur, affords a very suitable opportunity for our friends in all the counties and cities to send us good lists.

AGAIN we have been delayed in the issue of the JOURNAL. It will, however, reach our subscribers before the meeting of the Conference. We expect to issue the April number immediately after its adjournment.

WE shall hope to have the pleasure of meeting many of our friends at the Conference of Superintendents on the 15th April. The experience of last year has demonstrated the value of the meetings as well as how pleasant they may be made.

THE NATIONAL EDUCATIONAL ASSOCIATION OF THE UNITED STATES will meet at Madison, Wis., July 15-18, 1884. Officers: President, Thomas W. Bicknell, Boston; Secretary, H. S. Tarbell, Indianapolis, Ind.; Treasurer, N. A. Calkins, 124 East 80th St., New York.

National Educational Exposition.—General Director, J. H. Smart, Lafayette, Ind.; Western R. R. Supt., W. D. Parker, River Falls, Wis.; Eastern R. R. Supt., J. M. Hall, Providence, R. I.

Excursion Managers.—Throughout Northwest to Yellowstone Park—W. D. Parker, River Falls, Wis.; To Oregon, William A. Mowry, Providence, R. I.; To California, Rev. A. E. Winship, Boston, Mass.; To Colorado, Aaron Gove, Denver, Col.; To Alaska, Rev. Sheldon Jackson, care Bureau of Education, Washington, D. C.

Book Notices.

THE BRITISH POETS: Riverside Edition. A Complete Collection of the Poems of the best English Poets from Chaucer to Wordsworth, embracing all the Poems of the most distinguished Authors, with Selections from the Minor Poets; with Historical and Critical Notices, edited by Professor Francis J. Child, of Harvard University, Assisted by James Russell Lowell, Charles Eliot Norton and Arthur Gilman. A Handsome Library Edition, printed on tinted paper and tastefully bound. 68 volumes, crown 8vo., gilt top. Price per volume, in cloth, \$1.75; in half calf, \$3.50; the set in cloth, \$100. Boston: Houghton, Mifflin & Co.

No library could lay claim to any considerable degree of completeness that did not contain in larger or smaller measure the works of the British Poets. This edition of sixty-eight volumes, a library in itself, presents some features that render it especially desirable. It contains the writings not only of the great poets, but also of those of less rank and celebrity who are clearly entitled to a place in a collection that attempts to show the entire wealth and variety of British poetry. It is thus a peculiarly rich and diversified repository of poetical literature, and affords the amplest means for the study of the historical development of British poetry and its distinctive characteristics in different centuries and under the dissimilar political, social, intellectual and religious conditions which prevailed during the five centuries from Chaucer to Wordsworth. The four volumes of Ballads, edited with the greatest care by Professor Child, add much to the completeness and variety of the collection.

Another feature is the excellent editorial care which has been bestowed on it. Great pains have been taken in making the selection, in securing an accurate text, and in supplying such notes as are necessary to make the obscure allusions and the dialectic words and phrases clear to the reader. The name of Professor Child is ample guarantee of the excellence of this department; yet further assurance, if such were needed, would be found in his corps of assistants.

An important feature of this edition is the biographical and critical element. A Memoir of the life, with a sketch of the times and contemporaries of each poet is prefixed to his works. Besides the Biographical and Critical Essays written by the editor and his coadjutors, it includes Rev. John Newton's Memoir of Cowper; Isaac Walton's Life of Donne; Mitford's Memoirs of Butler, Dryden, Falconer, Gray, Milton, Prior, Swift, and Young; Dr. Johnson's Life of Gay and of Tickell; Macaulay's Life of Goldsmith; R. A. Wilmott's Life of George Herbert; Henry Roger's Memoir of Marvell; Goldsmith's Life of Parnell; Southey's Memoir of Watts; Rev. Alex. Dyce's Memoirs of Akenside, Collins, Pope, Shakespeare, Skelton; H. T. Tucherman's Memoir of Southey, &c.

The fine steel portraits which accompany many of the volumes add a pleasing feature, especially for those who are curious to know how authors look.

The volumes are crown octavo, a very desirable size, are carefully printed on tinted and calendered paper, and are amply and substantially bound in dark brown cloth, and have gilt tops; an elegant and tasteful edition in every respect.

The price, considering the costly elements that enter into the production of this

edition, is very reasonable. The works of each poet are sold separately, except where two or more poets are grouped together.

A COMPLETE ALGEBRA FOR HIGH SCHOOLS AND COLLEGES; Revised Edition, by A. SCHUYLER, LL.D., President Baldwin University, Author of *Elements of Geometry*, &c. Van Antwerp, Bragg & Co., Cincinnati and New York. Sample copy, \$1.

In preparing a revised edition of this popular text-book, the author has sought not only to preserve the approved characteristics of former editions, but to obviate unnecessary difficulties, remove obscurities, remedy defects, secure a natural grading of the problems, and supply such other features as experience in the use of the book has shown to be advisable. The book is elementary enough for beginners properly prepared for the study, but students not sufficiently mature or not well trained in arithmetic had better begin with a more elementary work. At the same time it is full enough to meet the wants of those intending to pursue the higher mathematics. It will doubtless receive the hearty endorsement of such teachers as need a work of its kind.

RAY'S NEW TEST EXAMPLES IN ARITHMETIC. By B. O. M. DEBECK, A. M. Van Antwerp, Bragg & Co., Cincinnati and New York. Sample copy, 35 cents.

This volume contains 5,000 new test examples in arithmetic, carefully graded. It embraces all the subjects usually taught in arithmetic, and will, it is believed, furnish the necessary number and variety of exercises essential to successful instruction in the subject. It can be used with any series of arithmetics, and is published with answers and without them.

WENTWORTH & HILL'S EXAMINATION MANUALS—No. 1, Arithmetic; No. 2, Algebra. Boston: Ginn, Heath & Co. 1884. Mailing price, 40 cents.

Each of these manuals consists of two parts; the first part contains one hundred and fifty *one hour* examination papers, the questions for which have been selected mainly from the English, French and German collections of problems; the second is a collection of recent examination papers actually set in various American and English institutions of learning. The examples seem to be well selected and carefully graded, and many of them, having received the endorsement of high institutions of learning, would seem to need no further commendation. We think the teacher would find them very useful either in testing the pupil's knowledge or in reviewing the subject.

THE ESSENTIALS OF LATIN GRAMMAR. By F. A. BLACKBURN. Boston: Ginn, Heath & Co. 1883. Mailing price, \$1.10.

The object of this book is sufficiently indicated in its title. It is the result of classroom work successfully conducted by the author. Two objects have been kept in view, to make a book small enough, without omitting essentials, to be mastered by a beginner, and to arrange the principles of grammar contained in it as systematically as possible, thus making them easy to learn and easy to retain. All that is common to Latin and English (definitions of parts of speech, &c.) has been omitted. The transition from our own to another language is difficult at best, and the tendency of the learner's mind is to think everything different. It is wise, we think, to give prominence to the points of agreement and show that learning a foreign language is essentially learning the particulars in which it differs from our own. Each page is

divided into two parts; the upper part contains, in coarser print, these portions of the grammar which must be absolutely mastered, and represents the smallest amount to which memorizing can be limited; the lower half, in smaller print, contains illustrations, explanations, and those limitations of grammatical principles which are the outgrowth of usage, and should be learned gradually in connection with the reading of some Latin author. The book does not claim to contain all that is needed to make a finished scholar, but what it contains needs only to be supplemented, not unlearned. A series of exercises specially adapted to the grammar is added to give the needed illustration and drill for the beginner.

A SYSTEM OF RHETORIC. By C. W. BARDEEN. 12mo. pp. cxl. 674. New York: A. S. Barnes & Co. \$1.50.

The author begins with Sentence-Making, which is to Rhetoric what carpentry or masonry is to architecture—not properly a part of it, but to be absolutely mastered, so that the architect's ideas may be carried out with promptness and precision. As preparatory to Rhetoric proper, this part of the work gives in concise form and with abundant illustrations the practical rules for exact expression that are in most frequent need even by experienced writers.

This "handicraft," so to speak, having been acquired, the student is ready to apply it according to the rules of the art. Where, first? In conversation. He is required to converse almost constantly, and he has already learned that it is sometimes difficult to converse well. Let him see that the rules of Rhetoric apply primarily to the every-day talk in which he is engaged, and Rhetoric becomes a real thing. Accordingly, the author begins with a fuller and more familiar treatment of Conversation than we have elsewhere found, in the course of which he develops and practically applies to the talk of the home, the play ground, and the class-room, those rhetorical principles that in other treatises are pointed out in connection with essays, orations, and poems.

That this makes these rules real, that it suggests their constant application and test, will be seen at a glance.

As all must talk, so nearly all must write letters of one kind or another, and the second part of the book is devoted to Letter-Writing. In itself this subject is treated with incisive directness and practical force, business letters receiving special attention.

With the Essays arises a new necessity—of formal invention. The author clearly shows that a distinct part of what is often called "inspiration" in writing comes from hard labor under fixed rules here laid down; that this labor is indispensable even to respectable writing, and that without this labor no production is worthy to be called an essay.

The Oration introduces a new feature—the oral delivery to an audience, with all the principles of articulation, emphasis, gesture, and other principles usually referred to Elocution as a distinct subject.

Finally comes the Poem, which is more briefly treated, but under which it was necessary to point out what is its essence, with the most important directions as to Rhythm.

Literary Notes.

—Dodd, Mead & Company announce for immediate publication a Students' Edition of "Rawlinson's Monarchies of the Ancient Eastern World." It will be issued in five octavo volumes, and will be printed from the same plates as their regular edition, and will contain all the maps, plates, etc., of that edition, the only difference being in width of the margin and thickness of the paper.

They also announce a new story entitled "Carola," by Hesba Stretton.

—The new edition of "Bryan's Dictionary of Painters and Engravers," is at last ready for publication. Parts one and two are ready for delivery, and the remaining ten parts will be published during the coming year. A vast amount of new material has been available for this revision. The new matter introduced will increase the work to double its former size.

—Two years ago the publishers of E. P. Roe's works determined upon the somewhat bold experiment of issuing a limited edition of his first story, "Barriers Burned Away," at a price to compete with the cheap libraries. The result was an immediate sale of 87,000 of a twenty-cent edition. They now announce a similar edition of his third story, "Opening a Chestnut Burr," for which twenty illustrations have been designed. The price of the book will be twenty five cents, and the first impression 50,000 copies.

—General Loring, a well-known authority on Egyptian affairs, has written a book entitled "El Mahdi and the Soudan," which Dodd, Mead & Company will publish immediately.

—ANNALS OF MATHEMATICS, Pure and Applied, edited by Ormond Stone, Professor of Astronomy, University of Virginia, William M. Thornton, Professor of Engineering, University of Virginia. Terms: Six numbers, per annum, \$2.00.

The mathematical magazine, whose title is given above, is the successor of the *Analyst*, which has been edited for the past ten years by Mr. J. E. Hendricks, and is now discontinued by him on account of impaired health.

In form, the *Annals of Mathematics* will be small quarto. Each number will contain at least twenty-four pages. These numbers will be issued at intervals of two months, beginning February 1, 1884.

Like the *Analyst*, the new journal is designed to be a medium of communication and publication for teachers and students of mathematics. The purpose of the editors will be to guide and encourage the study of mathematics, pure and applied, in all its branches; to stimulate independent mathematical investigation by offering prompt publication of its results; to report the more important advances in mathematical discovery; and to register the more valuable additions to mathematical literature.

The editors would, therefore, invite from teachers and students of mathematics, contributions of their original work; of such problems of real utility and interest as may be presented to them; of papers relating to the history and bibliography of mathematics; and of critical examinations and reviews of important mathematical treatises and text-books, both American and foreign.

Subscribers and contributors will please address *Annals of Mathematics*, University of Virginia, Va.

—A well-known firm of Architects, Palliser, Palliser & Co., of Bridgeport, Conn., are doing valuable service in its frequent publication of copiously illustrated works on building and architecture, which are not only moderate in price but in accordance with a constantly improving, popular, artistic taste. The new and original work on every description of modern Architectural Detail entitled Palliser's Useful Details, published at \$3, perhaps meets the extensive and actual demand for practical designs better than any work ever issued on the subject of building, as a builder remote from a city, and who perforce of his situation, is his own architect, needs just such a book, giving, as it does every description of American constructive detail, of a good character in large and endless variety of such features as must be wrought into the small houses, stables, shops, etc., in whose construction nine-tenths of the mechanics and a large proportion of the Architects of this country find occupation. "Useful" Details they are properly called, and consists of forty plates—size of each 20x26 inches.

—LITERATURE FOR THE YOUNG.—The *Literary News*, which, for four years has given an exhaustive review of current literature, has now widened its scope of usefulness by adding a new department, devoted to Literature for the Young. This department is subdivided into three sections under the respective headings, "The Home and Town Library," "The Church and Sunday School Library," and "The School and Reference Library." Special care will be devoted to the Sunday School Department of this supplement, which aims to be a competent and faithful guide to Librarians, Book Committees, Sunday School Superintendents, Clergymen, Teachers, and Parents. The editors are anxious to have suggestions and practical hints from those who have distinguished themselves in the planning and arranging of School and Sunday School Libraries.

Published by F. Leyboldt, 31 and 32 Park Row, New York.

The Magazines.

THE SOUTHERN HISTORICAL SOCIETY PAPERS for March.—Contents: Last Telegrams of the Confederacy—Correspondence of Gen. J. C. Breckinridge; Memoir of Gen. J. B. Magruder, Gen. A. L. Long; Within a Stone's Throw of Independence at Gettysburg; How they made S. C. "Howl"—Letter from one of "Sherman's Bummers;" Story of the Arkansas, Geo. W. Giff, No. 2; Operations before Petersburg, May 6-11, 1864—Report of Gen. J. Hagood; Report of Col. R. F. Graham; A Morning Call on Gen. Kirkpatrick, E. L. Wells; Sabine Pass—Federal Account, President Davis's Account, Capt. Odium's Official Report, Com. L. Smith's Report, Gen. Magruder's Order, Newspaper Account; Letters from Fort Sumpter, Lieut. I. E. Jones; Editorial Paragraphs; Literary Notes.

THE AMERICAN NATURALIST for March.—Contents: The Crab Parasite, Sacculina, [Illustrated]; Men Ignorant of Fire; Grave Mounds in North Carolina and East Tennessee, [Illustrated]; Colonial Organisms; Anatomy and Phisiology of the Family Nepidae; The Creodonts, [Illustrated]; E. D. Cope; Editor's Table; Recent Literature; General Notes:—Geography and Travels, Geology and Palaeontology, Botany, Entomology, Zoology, Psychology, Anthropology, Microscopy and Histology; Proceedings of Scientific Societies.

EDUCATION for March-April.—Contents: Frontispiece, Hon. Wendell Phillips; The Nation, the only Patron of Education Equal to the Emergency, Gen. John Eaton; Application of Principles of Psychology to the Work of Teaching, J. E. Brodrie, Ph. D.; Rights of Children, Mrs. E. C. Bascom; Industrial Education, and Industrial Drawing as one of its elements, S. E. Warren, U. E.; The Origin of the First German Universities, G. G. Bush, Ph. D.; The Teaching of Drawing in Grammar Schools, W. S. Perry; Duties of School Superintendents, J. T. Prince, A. M.; What Moral Results Should Common School Training Give? W. N. Hailman, A. M.; Co-Education, Hon. H. S. Tarbell; Normal Schools, Report of Committee to National Council of Education, D. B. Hagar, Ph. D., Chairman; Foreign Notes.

NORTH AMERICAN REVIEW FOR MARCH.—Contents: Is our Civilization Perishable? Judge J. A. Jameson; Agricultural Politics in England, W. E. Bear; A Defenceless Seaboard, Gen. H. A. Smalley; Neither Genius nor Martyr, A. H. Rhine; The Story of a Nomination, W. O. Stoddard; Literary Resurrectionists, C. T. Congdon; How to Improve the Mississippi, Ro. S. Taylor; The Constitutionality of Repudiation, D. H. Chamberlain and John S. Wise, M. C.

THE AMERICAN ANTIQUARIAN for January.—Contents: Frontispiece, "The Tablet of the Cross"; Native Races of Columbia, Sixth Paper; The Emblematic Mounds of Wisconsin, illustrated, S. D. Peet; Abraham's Offering of Isaac; Correspondence—Copper Implements, Census of the Twana and Clallam Indians, Prehistoric remains from Mississippi, A Stone Pyramid in South America, Method of Writing Dakotah, The destruction of Mounds, Antiquities of Hamilton Co., Iowa, Archaeology in Ohio, Discoveries at Jerusalem; Editorial, Editorial Note; Personal; Human Bones in the Quaternary; Recent Discoveries; Linguistic Notes; Notes on Classic Archeology; Notes from Oriental Periodicals; Literary Notes; Book-Reviews.

For the children—**OUR LITTLE ONES and THE NURSERY.**

THE MARCH CENTURY.—Von Moltke's portrait which is a fine frontispiece, and the character portrait of Irving as Hamlet, lend a personal interest to the March Century. Each accompanies a striking article; Miss Helen Zimmern tells the remarkable story of the life of "Count Von Moltke" with anecdotal interest, and J. Ranken Towse contributes a pointed estimate of Henry Irving's dramatic art.

The paper on "The Next Presidency," by ex-Attorney-General Wayne MacVeagh, is a powerful analysis of the political situation, and a cutting satire on the men who are responsible for abuses which await the reforming hand of the kind of President Mr. MacVeagh delineates. Another important essay, by D. McG. Means, discusses methods for "The Suppression of Pauperism."

In their order, the illustrated papers are an interesting description of "The New Washington," considered both in its material and social aspects. Richard Grant White writes, with his usual pith, about "Old Public Buildings in America," and the pictures explain as well as embellish.

The fiction of the number includes the fourth part of "An Average Man," the fifth of Mr. Cable's "Dr. Sevier," and a short story, dealing with social prejudices in a Western city, and entitled "Mrs. Finlay's Elizabethan Chair."

ST. NICHOLAS for March.—Contents. Frontispiece, "A Stampede;" Among the Mustangs, five illustrations; Eli's Education, Third Spinning-wheel Story, Louisa M. Alcott, two illustrations; The Little Girl Who Wouldn't Say "O," Verse; Blown Out to Sea, seven illustrations; Doctor Sophia Edith's Office Girl; The Weary Page, Picture; Whose Scissors Did It? Verses; The Coast-Guard, Poem; The Land of Fire, Chapters XII, XIII, XIV, XV, and XVI, Mayne Reid, four illustrations; An Alphabet Menagerie, Jingles, illustrated and engrossed by Reginald B. Birch; Girl-Noblesse, A Repeat of History, Mrs. A. D. T. Whitney, three illustrations; Her Name, Verses; The Brownies' Balloon, Poem, Palmer Cox, four illustrations; Winter Fun, Chapter V, two illustrations; Historic Boys, Giovanni of Florence, the Boy Cardinal; The Wind-Flower, Poem, Lucy Larcom; Wong Ning's Ideas, illustration, Portrait of Wong Ning; For Very Little Folk; The St. Nicholas Almanac; Jack-in-the-Pulpit, illustrated; The Letter-box, Agassiz Association, The Riddle-box, (Illus.)

THE ATLANTIC MONTHLY for March.—Contents: In War Time, V, VI, S. Weir Mitchell; Texts and Translations of Hafiz, E. P. Evans; A Pisan Winter, E. D. R. Bianciardi; The Way to Arcady, H. C. Bunner; The Discovery of Peruvian Bark, Henry M. Lyman; A Roman Singer, XVII, XVIII, F. Marion Crawford; Delidaimonia, A. F.; The Journal of a Hessian Baroness; Drifting Down Lost Creek, I, Charles Egbert Cragwood; Don John of Austria, Alexander Young; The Girdle of Friendship, Oliver Wendell Holmes; The Sources of Early Israelitish History, Philip H. Wicksteed; The Fate of Mansfield Humphreys, Richard Grant White; Henry Irving, Henry A. Clapp; The American Edition of Keats; Francesca da Rimini; English Folk-Lore and London Humors; The Contributors' Club; Books of the Month.

POPULAR SCIENCE MONTHLY for March.—Contents: From Moner to Man; College Athletics, II, illustrated: Green Suns and Red Sunsets; The Ancestry of Birds, by Professor Grant Allen; Mexico and its Antiquities, illustrated; The Remedies of Nature—Catarrh, Pleurisy, Croup, by Felix Oswald, M. D.; Study—Physiologically Considered, by Dr. P. J. Higgins; Fashion and Deformity in the Feet, illustrated; On Rainbows, by John Tyndall, F. R. S.; Science versus The Classics, by Professor C. A. Eggert; The Jury System; The Chemistry of Cookery; Science and Safety at Sea, by R. A. Proctor; Sketch of Ormsby Macknight Mitchel, With Portrait; Correspondence—Mosquitoes and Malaria—A Reply to Editorial Statements; Editor's Table—Collegiate Influence upon the Lower Education; Literary Notices; Popular Miscellany; Notes.

LIPPINCOTT'S MAGAZINE for March with a full and interesting table of contents has been received.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

THE Annual Conference of Superintendents will meet in the Hall of the House of Delegates, commencing the 15th day of April, 1884, at 8 P. M.

The proceedings will be opened with prayer by Rev. George W. Dame, and an address of welcome will be delivered by his Excellency W. E. Cameron, Governor, and *ex officio* chairman of the Board of Education.

A committee on order of business will be appointed at the night meeting, who will report at the opening of the session on Wednesday morning.

The meeting on Tuesday night will be an informal one, and every member is invited to come prepared to offer such suggestions as he may deem pertinent as to the best plan upon which to conduct the conference in order to secure the greatest results therefrom, so that the committee on order of business may arrange the programme of exercises to meet the wishes of the conference.

PROGRAMME.—We deem it best to let the conference arrange its own programme, but take pleasure in announcing that the following distinguished gentlemen have kindly promised to be present and assist us in the work :

Hon. J. L. M. Curry, agent of the Peabody Education Fund, says that he will take an active part in the work of the conference, and that he is especially desirous of making the acquaintance of every Superintendent in the State.

Hon. John Eaton, United States Commissioner of Education, is enthusiastic on the success of our conference last year, and will help us again. He will lecture on "Education and the Building of the State" and kindred subjects.

Hon. T. W. Bicknell, President of the National Educational Association, promises, if possible, to be with us, and will give valuable information in regard to the annual meeting of the association. "This

great gathering of American teachers" will meet in Madison, Wisconsin, July 15th to 18th, 1884.

Professor T. N. Conrad, President of the Virginia Agricultural and Mechanical College, will assist in the work of the conference, and will lecture on the "Aims and Purposes of the Virginia Agricultural and Mechanical College."

Professor C. E. Vawter, of the Miller Manual Labor School, has not reported the subject of his address, but will be with us.

General S. C. Armstrong, President of the Hampton Normal and Collegiate Institute, in addition to conference work will lecture on "Labor as a Moral Force."

Professor W. B. McGilvray will coöperate as usual, but has not reported the subject of his principal address.

Professor W. F. Fox, of the Richmond High School, and a member of the conference, will deliver an address on the "Importance and Benefits of Proper School Literature."

Superintendent J. G. Cannon will offer for discussion the subject: "Free text-books along with free education," and will deliver an address thereon.

Other members of the conference who desire to present subjects for consideration will please send them in at once.

The above is only a part of the attractions; others will be reported when the conference meets.

TRUSTEES and teachers who desire to attend the conference can obtain transportation cards and information by calling on their respective Superintendents.

REDUCED RATES TO CONFERENCE.—The different lines of railroads in the State and the hotels of this city have responded favorably to our request for a reduction in their rates to the conference, and whilst in some cases they are not as low as we hoped they might be, yet we fully appreciate the favor granted.

We give the following, as far as heard from:

Chesapeake and Ohio Railway.—Pay full fare coming and purchase tickets on returning at one cent per mile.

Richmond and Petersburg Railroad.—Round-trip tickets from Petersburg, \$1.60; Chester, \$1; Centuria, 85 cents.

Richmond, Fredericksburg and Potomac Railroad.—Round-trip tickets at one unlimited fare.

Richmond and Danville Railroad.—Round-trip tickets at one fare.

Norfolk and Western Railroad.—Round-trip tickets at two and a-half cents per mile each way.

Baltimore and Ohio Railroad.—Round-trip tickets at two cents per mile each way.

Virginia Midland Railroad.—Round-trip tickets at one *unlimited* fare.

Seaboard and Roanoke Railroad.—Round-trip tickets for one fare.

Washington, Ohio and Western Railroad.—Round-trip tickets for one fare.

Alexandria and Fredericksburg.—Regular excursion rates.

Richmond and Alleghany.—Two and a half cents per mile each way, and from Lynchburg to Richmond and return, \$6.50.

Certificates.

The plan adopted last year will be followed this. Superintendents will be provided with cards giving the rates of reduction for their own use, which will be officially signed by the Superintendent of Public Instruction. They will also be furnished with certificates containing the same information to be filled out and signed by them for any of their teachers or trustees who may wish to attend the conference, which will entitle the holder to the reduced railroad and hotel rates.

Tickets Good till April 25th.

To obviate the difficulty experienced last year by the limited time given for return tickets, by special request the railroad officials have very kindly consented to make the return tickets good until the 25th of April.

TO MEMBERS OF THE CONFERENCE.—I desire to state that the coming meeting of the Superintendents of the State and Principals of High Schools differs in one essential respect from the one held last year; then you were assembled at my instance as your superior officer, in order that we might take counsel together as to the best means to be adopted to secure an efficient and proper administration of the public free school system of our State which had been so largely committed to your care. You responded to my call with commendable promptness, and when it is remembered that your salaries are small and that you paid your own expenses while attending the conference, too much cannot be said in praise of those who were

present. The conference was a complete success—eighty-nine Superintendents out of one hundred and nine being present.

The interest in the proceedings never flagged and the members expressed their appreciation by passing sundry resolutions, among which was one making the conference a permanent organization and providing for an annual meeting to be held at such time each year as the President might deem best.

I was selected by the conference as its President, and as such, in discharge of the duty imposed upon me, have fixed the 15th day of April, 1884, as the date of our next meeting, and I *expect every member to be present*. Don't begin to frame excuses, but rather make up your mind that nothing within your control shall prevent your being present. It will pay any Superintendent who *really* feels an interest in the success of his schools, to attend; in addition to the information that can be gained from the addresses by the distinguished educators, who will participate, the fact of coming in contact with other Superintendents, and exchanging views will lighten the duties of the office, by making the officer better acquainted with the responsibilities he is required to meet.

The benefits which accrued to the system from the last meeting cannot be over-estimated, and as we learn by experience this can be made much more effective even than that.

I have determined to give the conference full latitude and will leave to it the arrangement of the programme.

There are many live questions that ought to be determined, foremost among which is how best to elevate the teacher; for, though some of our modern Solons seem to think that there is no need for educating the teacher, still all of our most practical and advanced educators contend that *there is*, and as one of the means of at least elevating and dignifying the profession I am of opinion that the standard necessary to entitle a teacher to a professional certificate ought to be raised. The professional certificate was originally intended as a mark of distinguished *ability* in a teacher; but instead of this high standing being maintained, I regret to say that in some of our counties it now seems to be a mark of distinguished favoritism. The Superintendents alone have the power to correct this wrong, as they pass upon the qualification of teachers, and by an agreement among themselves can at least determine upon what the standard for a professional certificate shall be, which need not affect other grades of certificates. I hope you will all think of this and come to the conference prepared to take some action.

Those who feel interested enough in the matter can, by examining the census of teachers on file in this office, ascertain who hold professional certificates in each county.

Come to the conference, friends, and let us settle all these questions.

Very respectfully yours,

R. R. FARR, *President*.

PLEASE REPORT.—Superintendents will please report to the Secretary of the Board of Education, George W. Hawxhurst, at the office of Superintendent of Public Instruction, immediately on their arrival in Richmond, so that their names may be registered and seats assigned them. Great care has been exercised in the arrangements with the railroads, so that in the purchase of tickets no mistakes need be made. But if any trouble is experienced in this particular, report the facts to the secretary at once in order that it may be corrected, for if deferred it may be out of his power to do so.

IMPORTANT.—Remember that the conference is for the advantage of every member, and that all are expected to be present at the organization, at 8 P. M. Tuesday, April 15th. That *each* member should come prepared to give the rest the benefit of any improvement he may have made in the management of his schools or in anything connected with the advancement of the system in his county. That all are expected to help in making the conference a success, and that the first important step is *to be present*.

WHO ARE MEMBERS.—We regard all of those Superintendents who attended the conference last year and participated in its proceedings, whether now in office or not, as members, and have sent them invitations, with certificate enclosed, entitling them to the reduced rates and hope to see them at the conference.

OWING to the length of session of the Legislature we were not able to fix the date of the meeting of the conference this year earlier than the 15th of April, and even this date has made the time for preparation much too short.

QUIZ BOX.—Superintendents will bear in mind, and come prepared to submit all of the hard questions that have bothered them for the

past year, to the conference for solution; for "in a multitude of council, there is wisdom."

EXHIBITION HALL.—We hope those who intend placing on exhibition, school books apparatus, school furniture and so on, will send in their names as soon as possible with a list of the articles they desire to exhibit in order that space may be assigned them.

OTHERS—Prof. Newell, Secretary of the State Board of Education of Maryland, promises to be at the conference if he possibly can. Many other distinguished educators have been invited, whom we hope to see present.

WE are surprised to receive an enquiry from one of the Superintendents asking whether or not it is *actually necessary* for him to attend the conference. This is astonishing. Of course, it is "actually necessary," and *every* Superintendent is expected to be present, and those who absent themselves without *good* cause will regret it.

CENSUS OF TEACHERS.—We are not a little surprised that so many Superintendents have failed up to this date to forward their census of teachers. We expected to have had them *all* in some time before conference met, so that they might have been examined and corrected ready for use at the session. The blanks were sent out three months ago with instructions for their return to this office by *March 1st*. We hope there will be no further delay, and that those who have not forwarded them will do so *at once*.

Superintendents will please see that every question in the blanks is answered and that the *actual* age of each teacher is given, as many of those received had to be returned for this information.

SCHOOL LAWS passed by the late General Assembly. We have been unable to obtain all the late acts, but hope to have them in time for the next JOURNAL.

TEACHERS' INSTITUTES.—We regret very much that the late Legislature ignored the recommendation of the Governor, as well as

the urgent appeal in the address of Dr. Curry, by failing to make any appropriation for this much-needed work. The State is able to furnish her teachers with the very best facilities for improvement, and there is no excuse for a failure to do so. We are again dependent upon Dr. Curry, agent of the Peabody Education Fund, for all the Institute work that will be done this summer. As announced some time since, he very kindly promises to *help* Virginia again this year to improve her teachers, and has signified his intention to apply \$2,000 to this purpose. This amount will first be diminished by the necessary expenses connected with the conference and a balance due on last year's work, which will leave about \$1,750 available for the summer institutes. With this amount, supplemented by proper effort on the part of the Superintendents, we hope to hold three institutes—two for the white teachers and one for the colored.

As heretofore stated, these institutes will be located so as to afford the easiest access to the teachers, and where the Superintendents or citizens offer the greatest inducements to secure them. By inducements we mean healthfulness of location, easy access, lecture-room facilities, moderate terms for first-class board, willingness on the part of the Superintendent of the county or town where it is located to give it his personal attention and of the adjacent Superintendents to see that the teachers attend, as it is an impossibility to make these meetings successful without the hearty coöperation of the school officers and teachers.

We trust that the Superintendents will come prepared to enter into a lively competition for the location of these institutes, and that all will consider it their duty to induce the teachers of their respective jurisdictions to attend them. When a Superintendent desires to have an institute located in his county or town, he should invite the coöperation of the Superintendents of the adjoining counties, so that in presenting his proposition he will be able to give, with some degree of accuracy, the number of teachers that will attend the institute if located where he desires; for it should be borne in mind that the cost is no more to furnish instruction to four or five hundred teachers than to half that number. Then by all means improve these opportunities and have full institutes this summer.

MADISON, WISCONSIN.—In addition to the following notice of attractions connected with the annual meeting of the National Educational Association, we publish a letter from Hon. B. L. Butcher, Presi-

dent of the Department of Superintendence, and will in the published proceedings of the conference note the particulars given by the president, T. W. Bicknell, as to routes, railroad and hotel rates, and any other items of interest pertaining to the meeting of this association.

"The National Educational Association of the United States will hold its next annual sessions at Madison, Wis., July 15-18, 1884. The following attractions should draw a great body of teachers from our State :

1. A fine excursion, at very low railroad rates, to this beautiful city of the Northwest.
2. Cheap Hotel rates at Madison.
3. Three days' sessions of the association in the discussion of vital questions by able and progressive educators from all parts of the country.
4. Department teaching : Elementary ; Normal ; Industrial ; Art ; School Superintendence ; Collegiate ; The Council of Education ; several sessions being given to each.
5. A Woman's Evening, to be devoted exclusively to addresses by able women from various parts of the country.
6. A National Educational Exhibition under the direction of Hon. J. H. Smart, of Indiana. School Material, Books, Literature, Art, Industrial Education, School Work, Ward's Natural History Collection, etc., in the State Capitol.
7. A great mass meeting in behalf of education, with addresses from distinguished representatives from foreign countries, as well as from prominent men and women of America.
8. Cheap and attractive excursions to the lakes, the great cities of the Northwest, the Mississippi, the Falls of St. Anthony, Minnehaha, St. Paul, Minneapolis, the great grain fields of Minnesota and Dakota in the midst of the wheat harvest season, the Yellowstone Park, the Mammoth Hot Springs, Geysers, Yellowstone River, etc., etc., Oregon, California, and the seal regions of Alaska.
9. Three thousand persons can be happily housed at Madison, and each person may know the hotel or residence where he is to room as early in advance of the meeting as he may wish to apply. Provisions are to be made for a great mass-meeting of educators and their friends in the interest of our common-school cause.

Further particulars may be gained of the general manager for your State through the educational and other press, or of the following officers : Thomas W. Bicknell, President National Educational Asso-

ciation, Boston ; H. S. Tarbell, Secretary, Indianapolis, Ind. ; N. A. Calkins, Treasurer, 124 East Eightieth street, New York.

N. B.—Make an early decision to go, and then invite your friends. All persons, teachers, etc., etc., are invited. The educational event of your lives is before you."

DEPARTMENT OF SUPERINTENDENCE,
WHEELING, W. VA., March 18, 1884.

Hon. R. R. FARR,

Superintendent Public Instruction :

DEAR SIR,—The following resolution was adopted at the Washington meeting of the Superintendents in February, 1884 :

"*Resolved*, That the school officers of the various States, counties, cities, towns and villages of the Union, be invited to attend the next annual meeting of the National Educational Association and participate in such special work as may be arranged by the executive board of the Association."

I write to urge you to make special effort to secure the attendance of as many of your school officers—State, city and county—as possible. This is a new field from which to draw membership, and, to my mind is suggestive of vast possibilities in its results, in securing in many instances the best men and women in the land, in other professions than that of teaching, who serve our State, city and county boards, to meet with us annually and discuss with us the economic questions growing out of our educational polity. Such association cannot but be helpful.

To draw from this field, however, some extra effort must be made. I urge you, therefore, to take such immediate steps, as you deem proper and adequate to make known this invitation to school officers and to secure their attendance at Madison next July.

With best wishes and the hope that you and many others from your State will be present at the Madison meetings of the Department of Superintendence, I am,

Yours truly,

B. L. BUTCHER, *President*.

WE regret to announce the death of Superintendent R. A. Hughar of Bath county, who died March 12th, 1884. Mr. Hughart was a faithful and efficient official.

SINCE publishing the rates, &c., over the different lines of railroads to conference, we are in receipt of letter from Norfolk and Western Railroad Company extending time of return tickets to April 25th.

The Shenandoah Valley railroad will sell round-trip tickets to Waynesboro and Roanoke at rate of two and a half cents per mile each way.

Teachers' Institute Held at Gloucester C. H., February 12, 1884.

An institute was held on February 12th, with a very encouraging attendance of thirty-five teachers out of forty-three on roll. The day was threatening and the roads in a very bad condition, so that far-off teachers could not well attend, and all the teachers within reasonable distance were present. Four of the absent sent valid excuses.

After the usual religious exercises the business proceedings commenced with a lecture by Superintendent. Subject: "Constitutional History"—first of a series to show what constitutional government is, where and when first established, and through what tribulation.

Next was an essay by Miss Anna Bolden, teacher at the Sassafras graded colored school. Subject: "The Phenomena of Geography"—eruptive phenomena, their uses and effect in geography.

"In what respects do our schools fail, and what is the remedy," was opened for discussion by Mrs. Sarah Hughes, principal of the Hook graded school, and was spoken to by several teachers, who all seemed to agree on two main causes of failure, viz.: poor and imperfectly furnished school-houses, and apathy or poverty of parents causing irregular attendance of pupils. Pea time—or peanut time—strawberry and trucking time and corn-planting time being death to school attendance, for which there seemed no remedy except in compulsory attendance. The failure from poor school-rooms is being gradually but slowly remedied by the increase of district school-houses.

Mrs. Hughes was followed by Miss Fannie L. Wiatt with a "Synopsis of Ancient History" from the dispersion of mankind to the dissolution of the Roman Empire. "The Difficulties of the Verb"—verbal exceptions, how to distinguish between verbals and true verbs, was the subject of a lecture on grammar by the Superintendent. "Good Reading—what are its essentials and how to have it," an essay by Mrs. Lelia B. Robins, was next in order, followed by "The Solar System—its relation to and effects upon our earth," by

Miss Cary J. Cooke, which was an excellent lecture with a great deal of useful information for our young teachers. "Review of the Examination on Geography," by the Superintendent, was a continuation of my practice of reviewing the questions and answers at examination of teachers, showing where failures were made and giving full answers to all the questions, which I find to be both useful and interesting.

Proceedings concluded with some routine business and appointment and distribution of subjects for next institute.

Respectfully,

ROBT. H. FRANKLIN,
Superintendent.

Items from Reports of Superintendents for February.

ALEXANDRIA CITY.—W. F. Carne, Superintendent: "I held a most interesting Institute on the 9th of February, when Prof. E. V. De Graff of Brooklyn, N. Y., author of several education works, gave our teachers a normal lesson on 'How to teach children to read, and followed it by illustrations of some obscure and difficult sounds in the phonic system.'"

AMHERST COUNTY.—J. C. Deane, Superintendent: "My schools have increased to seventy-three. There are three white and two colored schools yet to open which will increase them to seventy-eight. These would have been opened before but for the difficulty of getting teachers. Everything is moving along smoothly. If the Superintendent's appointment was settled in some way, we should get along better."

APPOMATTOX COUNTY.—J. B. Bristow, Superintendent: "Two more colored schools will be opened on the 1st March. Will be able to run a majority of the schools six months. This is good considering the fact that we are running a sufficient number of schools to place a school in reach of nearly every family in the county. Some colored schools are too large and ought to have assistants. These large schools are taught by well-trained teachers who are doing good work. There is only one colored school in the county taught by a *white* teacher, and she was appointed at the almost unanimous solicitation of the patrons, not, I think, because they prefer such teachers, but because they could not obtain one of their own color. This report shows a considerable increase in the enrolment and average, though the month has been a poor one for school attendance."

AUGUSTA COUNTY.—H. S. Roller, Superintendent: "During this month I have held three institutes. Only a few teachers laid themselves liable to the legal fine by non-attendance. The spirit and interest with which my teachers entered into the work I hail as the harbinger of a fairy day for the public system in Augusta. I must say to the credit of my teachers, that our institutes were *indeed* "teachers' institutes," for all the work, with the exception of slight aid by neighboring teachers, was performed by my own faithful and efficient educators. Right nobly did they perform their

parts, and their zealous and untiring labor in this praiseworthy cause augurs well for future efforts. My schools are progressing finely, and, judging from the spirit manifested by the majority of my teachers, I feel assured that the session of '83-4 will be one of marked success."

BOTETOURT COUNTY.—M. D. Obenshain, Superintendent: "Our teachers' institute was held at Buchanan on Wednesday, Thursday and Friday, February the 27th, 28th and 29th. The institute was well attended, considering the bad weather and the condition of the roads. We were pleased to have Superintendent Hamilton, of Rockbridge county, with us. We had a fine meeting, great interest being manifested by the teachers and the community at large."

ESSEX COUNTY.—B. G. Rennolds, Superintendent: "Our schools are in a flourishing condition. Reports are in from all of the white and fifteen of the colored schools. From them I find the average daily attendance for both white and colored much larger than it was for February of last year. From the reports received during this month I find that there is a daily average of more than three hundred over the January report. There are three colored schools that have sent in no reports, not having been started long enough; they will increase the enrolment one hundred and fifty."

FAUQUIER COUNTY.—W. H. Strother, Superintendent: "While I report only eighty-three schools in operation, there are eighty-seven now running in this county. Three of these schools not reported were opened this month, and from them I have not yet received monthly reports. One teacher has been sick and his school has been closed during February. One school has been closed because it could not make the legal average. Our schools are now generally in good condition in this county."

GRAYSON COUNTY.—W. S. Hale, Superintendent: "I have visited thirty schools during February, notwithstanding the bad state of roads and weather. Aside from some sorry houses and a lack of energy in a small number of teachers, I have no serious complaint to make. At those points where we have been able to secure new houses I notice a better attendance and a deeper interest among children and parents. This fact indicates one way to success."

HANOVER COUNTY.—J. L. Valentine, Superintendent: "Twenty-seven white and twenty-eight colored schools have reported for February. Nine schools have not reported, consequently this report does not show the whole number enrolled in the county. There still exists some factious opposition to some of the public schools. One new school house has been built in Beaver Dam school district this month. The School Board contemplates building two more during the present session. I intend holding a teachers' institute as soon as the weather opens."

HENRICO COUNTY.—Daniel Gardner, Superintendent: "We have made several changes of teachers during this month, discontinued one school and established another (both white). The schools in Tuckahoe ended the session of five months on the 22d instant. This is to be regretted, but it is folly to attempt to run the schools on credit, or upon the supposition that funds may accrue before the school year ends. The levy has been reduced five cents on the \$100 in this district. I think our Board of Supervisors will raise it again, as they now see we fall short one month in Tuckahoe."

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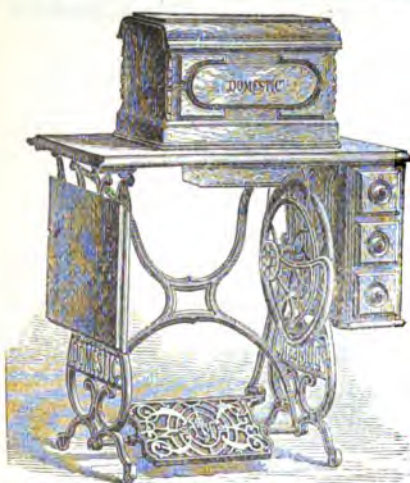
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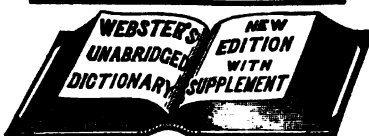
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VOL. XV.

APRIL, 1884.

No. 4.

THE
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OF VIRGINIA.

Editor - - - - WM. F. FOX.

Editor of Official Department,

R. R. FARR, ... Superintendent Public Instruction.

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THE Educational Journal of Virginia.

Vol. XV.

Richmond, Va., April, 1884.

No. 4.

The Common School a Quarter Century Hence.

James Baldwin, of Rushville, Ind., read a paper on the above subject, before the Indiana Teachers' Association, at its recent session at Indianapolis, in which he draws two pictures, representing two types of the common school as he imagines them existing twenty-five years hence. The first is a picture of a large and externally elegant building, situated in a thriving town, but within everything has a prison-like aspect.

"The superintendent is a good fellow, clever to everybody, and great on system; and most of the teachers are graduates of the high school—well deserving girls who can afford to work cheap. 'You will find in each room,' kindly explains the superintendent to a visitor, 'a machine, labelled *method*, by which every movement, even to the daily growth of the pupils, is perfected and harmonized. * * *

It is the teacher's chief duty to put her class in at one end of the machine, and then turn the crank. At the close of each month, the pupils are measured with an examination tape-line furnished by myself, and all whose stature falls below a fixed standard, are returned to a lower room to be ground over again by the machine that ground them last year. Sometimes a scholar is ground over three or four times before he is sufficiently pulverized.

'You see, here in my office, this time-table, this almanac, and this large machine, labelled *system*? By means of these simple appliances the whole machinery of the school is regulated. I determine not only how many turns of the crank each teacher shall give to her machine during the year, but I can tell you at any moment the exact position of each crank, and just where it will be at any future specified day and hour. Here is another little apparatus called a *course of study*, by which I determine the precise amount of intellectual pabulum to be given to each class during a period of twelve years; by its aid I regularly divide that pabulum into monthly rations, and I can

calculate to a certainty the cubic inches of mental growth that each ration will induce.'

'And what kind of manhood and womanhood do you induce by these processes?' innocently inquires the admiring stranger.

'We have nothing to do with that,' answers the superintendent, resuming the study of a long column of percentages. It is the duty of the family, the church, and the Sunday-school to attend to the manhood and womanhood question. The public school has enough to do to bear its own burdens, without shouldering responsibilities which do not belong to it.'

In this picture, the author of the paper claims to have shown his audience a type of schools now existing, which will be found lingering in some localities as late as the year 1908. The following is a more pleasing picture:

"You may imagine yourselves again as living in the earlier years of the twentieth century. Our stranger is in another enterprising town, not many miles away from the first. But, here, the public spirited citizen does not point out the school-house from a distance, dilating upon the architectural beauty and the liberality of those who have built it. He says: 'If there is one thing for which we can justly thank heaven, it is our excellent school. Come with me and see what we are doing for our children.'

As the two approach the building, the admiring stranger observes that, although its exterior is not wanting in architectural elegance, its appearance is rather homelike than palatial. It has evidently been built with an eye to comfort and convenience rather than show. It is no whited sepulcher. Its walls are neither shams themselves, nor do they serve to conceal shams. The school-yard is not a barren Sahara of sand and pebbles, an arena for the 'democratic freedom of recess-time,' but a well kept lawn with borders of flowers, and here and there a shade tree or a fountain. Inside, the hall-ways are light, warm, and airy, impressing the visitor at once with some of that feeling of cheerfulness and good nature which they find to pervade the whole atmosphere of the place. There are pictures on the walls, there are flowers in the windows, there are books on the tables—there is an air of genuine culture in everything they see. No child, however rude or low-born, could resist the influence of such a place—could pass his school days in the midst of such surroundings without being raised and ennobled by them.

'It is all for the children,' remarks the public-spirited citizen.

The visitors pass from room to room, and inspect the work which is being done. There are no grinding machines there. The teachers are at their posts, enthusiastic, wide-awake, efficient, but not manipulators of cranks. No one has so many pupils but that she can fully understand the capabilities, and attend to the wants of each individual. She is not worried by fears that she may fail to accomplish a definite amount of 'work' within a specified time, or that a portion of her class will be unable to 'make their grade.' The results of her labor are not estimated by the figures scored at the monthly examinations, nor measured by the number of promotions made within the year; but the growth of each individual pupil, in intelligence, in gentleness of manners, in earnestness of purpose, determines how well she has performed her whole duty. The methods which she employs are, as nearly as possible, nature's own methods, likest unto those 'by which every genuine mother brings up her family, preserving the individuality of each, and weaving the whole into the golden web of household unity.'

Each child is given that kind and amount of intellectual nourishment that he can best assimilate, and that will most promote his strength. If the superintendent applies his tape-line measure, it is to test the child's own capacity for growth, and not to compare his stature with some arbitrary standard fixed for the class. The pupils progress step by step, from one plane of advancement to another, as their individual strength and fitness permit—the strong not being held back by the weak, nor yet by time tables, and the weak not being carried through on the skirts of the strong. No attempt is made to mould two pupils in the same pattern. All men may be equal, but they possess diverse gifts; and not only is this truth recognized in the school, but it is made the leading principle in the direction of the work both of teachers and of pupils.

'And what branches of study do you teach in this school?' inquired the admiring stranger.

'As to that,' answers the superintendent, 'we teach a few things, but we teach those few things well. All who graduate from the high school are able to write their own commencement exercises; they can read aloud to the family at home without stopping to spell the words; they can write good business letters, and keep their own business accounts; they know the principles underlying and controlling a free government, and when they are old enough to vote, they can read their own tickets; they have a taste for good reading, and an unquenchable desire to extend the bounds of their knowledge. Some

of them can do very much more than this, but the extent of their intellectual attainments, aside from this, is largely proportionable to the gifts with which Nature has endowed their minds.'

'Not all the pupils in this school,' continues the superintendent, 'will be teachers, or authors, or lawyers, or preachers, or politicians, or artisans; but all may, at some time, be obliged to earn their own living; and all can, and ought to be gentlemen and gentle-ladies. Some will be thinkers, but more will be doers; some will be head-workers, but more will be hand-workers. The school assumes none of those duties which belong distinctively to the family or to the church; it teaches its pupils neither a trade nor a religion; but it does assume so to strengthen and cultivate the mind and heart as to render the soul susceptible of the best and noblest influences, and the hand capable and willing to perform all that, in the providence of God, shall be required of it.'"—*Ohio Educational Monthly*.

A Few Hours with Educational Journals.—Progress in Education.

* * * * I have recently spent several hours in looking over the later numbers of these journals and comparing them with the earlier volumes. The comparison has been very interesting and suggestive. The improvement in the character of the Journals is very marked, and in no direction has this progress been greater than in the practical value of the articles. There is a clearer grasp of guiding principles and a more intelligent application of these principles to school work in the later than in the earlier volumes; and this suggests the value of these journals as a *record of school progress*.

Nowhere else can the improvements made in school systems and in methods of teaching be more satisfactorily learned. In the earlier volumes will be found articles earnestly advocating measures and agencies now almost universally employed. The later volumes advocate improvements in these agencies and the remedying of defects.

But in no other respect is the change in these journals so marked as in the discussion of methods of instruction—and especially of primary instruction. Thirty years ago there were very few articles devoted to the teaching of little children, and these either described methods long since discarded, or they hinted at better methods in such terms as show that they were ideals and not methods actually used by the writers.

As a rule, the earlier papers on methods are general and indefinite, with few details, but here and there the reader finds a paper that opens wide windows into what is properly called a natural method of primary teaching—papers showing clear vision and practical knowledge. The more recent papers on methods abound in details, showing, on their face, that they are not mere theories, but are the delineations of actual school work. They map out the way and note the steps to be taken with the minuteness and accuracy of the practical surveyor.

All this indicates the progress actually made in elementary instruction. The better methods known to a few superior teachers thirty years ago, and later taught in normal schools and teachers' institutes, have widely worked their way into the American school, and are now skilfully used by thousands of progressive teachers. This has been the work of no one man or score of men. Hundreds of wise teachers have been solving this problem of child teaching, and, as a result, the methods of the primary school have been radically improved—not in all communities, but in many communities. The progress made in embodying sound theory in successful practice in the schools has, it is true, been slow—an illustration of the wise remark of John Stuart Mill, that "a reform even of governments and churches is not so slow as that of schools, for there is the great preliminary difficulty of fashioning the instruments—*of teaching the teachers.*" It is for this reason that improved methods of teaching are usually worked out by individual teachers or by a body of teachers under the instruction and oversight of a superior teacher. It is for a like reason that such improved methods are disseminated largely by what may be called the training process, and hence the importance of supervisory school officers who have a clear grasp of the principles of education and a familiar acquaintance with the best methods. The American people are slowly learning that improved methods of school instruction involve the training of the teachers, and, in the present condition of education, this devolves largely upon school superintendents, aided in the larger cities by training schools, and elsewhere by normal schools and teachers' institutes. A live man at the head of the schools in a small city, *with power to carry out his plans*, can work wonders in a few years, provided he knows what superior teachers have done and are doing in the most advanced schools.

Those who suppose that any method of primary instruction has been evolved and perfected within the past fifteen years, are com-

mended to the pages of the educational journals. Here they will find evidence that what they supposed to be a very recent discovery is much older than the supposed discoverer—older not merely as a theory, but as a method successfully used in many schools. An acquaintance with the literature of education would open the eyes of many of the ardent advocates of the "New Education" (whatever this may mean). I have often been amused to hear methods advocated as "new" or sharply criticised as "new-fangled," which, to my personal knowledge, have been successfully used in American schools for a quarter of a century. In a recent heated discussion of the spelling book question in a teachers' institute in the East, the proposed non-use of such a book in elementary grades was both advocated and opposed as a "Quincy idea." I think, Mr. Editor, that it would not be difficult for you to name a score of cities in whose schools no spelling book has been used, especially in the lower grades for over twenty years, to say nothing of the practice in German schools.

As many of your readers are aware, the past eight years of my life have been devoted to the practical solution of the difficult problem of higher industrial education; and so arduous have been my duties that I have been able to give very little attention to the progress of elementary education. I now turn to the educational journals and to school reports to learn what improvements have been made since my last visits to some of the most advanced public schools in the country. The first thing that strikes me is the frequency with which the term, "The New Education" meets me, and I am trying to find out what is meant by it. I have been familiar with the term as first used by Dr. Eliot, now President of Harvard, to designate a higher education in which the physical sciences have a large place and the modern languages take the place of Latin and Greek; I have also heard the term applied to industrial education, both elementary and advanced; but this use of the term to designate a *method* of primary instruction is novel and to me confusing. It is true that Dr. Eliot's higher education, based on the sciences and modern languages, and technical or industrial education, and the natural methods of primary education, are all correlated parts of one system of education? If there be such a system, it seems proper to designate it "The New Education," but the application of this term to a method or system of primary education strikes me as akin to the applying of the title "Professor" to an elementary teacher with a year's certificate or license. The term is too big for the thing it covers. What is

the explanation of this tendency to apply big names to small things, and new names to old things?

What is meant by "new" as applied to this primary method? Thirty years ago drawing and music were systematically taught in all the grades of the Cleveland schools, and the "word-method" as an *initial* process in teaching reading had superseded the a-b-c or letter method, and twenty-five years ago the word-method, or the phonic-method and the letter-method were united in scores of schools as a practical method of teaching the child the art of reading. More than twenty-five years ago technical grammar was put up at least three years in the Cleveland course of study, and more practical instruction in language was begun. Over twenty years ago the writer gave a systematic course of language lessons in teachers' institutes. Are these and other like improved methods of primary instruction, used in the best schools for twenty years or more, included in "The New Education?" Cannot the educational journals help perplexed teachers to determine what is *new* in "The New Education?"

By the way, have you read Miss Patridge's "Notes" of Col. Parker's "Talks on Teaching?" I recently read the little book with some care, though not in a critical mood, my special purpose being to learn what is characteristic of the so-called "Quincy Method." I was specially pleased with the eight talks on the teaching of reading and spelling, though they contain little that is new or that can be characteristic of the Quincy schools. The methods sketched are rational and natural, and, what is important, have been successfully used by hundreds of wise and skillful teachers. It seems to me important to keep in mind when reading these talks that the principles and methods advocated by Col. Parker relate to elementary instruction, and not to secondary or advanced. He clearly has in mind the primary pupil, and not the pupil in the grammar school, or in the high school. The talks on "School Government," "Moral Training," and several other topics, are less satisfactory. The book contains some statements that need qualification, but those who have tried it know how difficult it is to condense an hour's talk into a few terse paragraphs and not omit explanatory and qualifying sentences. Moreover, the making of too broad generalizations may be a weakness of the Colonel. Positive men are quite apt to be sweeping in their statements. But I feel more disposed to applaud than to condemn any one who uses a free lance in his efforts to drive stupid routine and dull rote-work from the primary schools of the country. The reformer often feels that he has a new light which he dare not hide under a bushel. Let us be thank-

ful for every ray of light that falls on the pathway of the teachers of little children. If it be true that the Quincy lamp shines only with borrowed light, it is a good thing that *it shines*. What is needed is not simply light, but its widest dissemination. The Quincy light seems to have the power of diffusing itself, and for this all who have been preparing the oil should rejoice. Let Quincy shine—the brighter the better.—*Dr. E. E. White, in Indiana School Journal.*

The Reading Class.

The true teacher will in all his work (1) arouse the activities of the pupil and (2) give him work to do. It requires no small amount of ingenuity to accomplish this, and the ingenuity spoken of is not a mechanical ingenuity, but the art of teaching; it requires a knowledge of the human mind—its mode of acting. To arouse activity of mind, *questioning* is, of course, the best means to be employed. These questions may be put (1) by the teacher, (2) by the pupils. Some teachers object to having questions not in the text-book, but these are helpful if properly constructed.

As to questions by the teacher, these should proceed step by step, going from the known to the unknown. Much is lost by not knowing the condition of the pupils, and much more is lost by proceeding in a hap-hazard way. The proper way to conceive of the matter is to imagine a lamp giving a certain amount of light, irradiating a circle of ten feet in diameter, if you please. This circle represents the amount of knowledge in the pupil's mind. You now turn up the lamp-wick, and a larger circle is illuminated. It is to be noted that the ring of light surrounding the former circle constitutes a new and larger circle. New knowledge moving out slightly further to-day than yesterday *on all sides* imparts instruction in the proper way.

Hence there is art in questioning. The questions must be directed so that they will embrace the entire individual; this may not be accomplished in one lesson; it may require several; it should, however, be the result of the whole work.

Then as to questions by the pupils. The pupil who studies to find a question to ask is really studying the subject. I have known pupils to make great efforts to find questions to propound to the class. They will seek the assistance of their friends and relatives to start up some inquiry.

The questions that are to be proposed to a reading class are of three kinds.

1. Those pertaining to the thought of the author.
2. Those pertaining to the meaning of words.
3. Those pertaining to the expression of the thought.

TO A WATERFOWL.

- | | |
|--|--|
| <p>1. Whither, 'midst falling dew,
While glow the heavens with the last steps of
day,
Far, through their rosy depths, dost thou
pursue
Thy solitary way?</p> <p>2. Vainly the fowler's eye
Might mark thy distant flight to do thee
wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.</p> <p>3. Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean-side?</p> <p>4. There is a Power whose care
Teaches thy way along the pathless coast,
The desert and illimitable air,
Lone wandering but not lost.</p> <p>5. All day thy wings have fanned,</p> | <p>At that far height, the cold, thin atmos-
phere,
Yet stoop not, weary, to the welcome land,
Though the dark night is near.</p> <p>6. And soon that toil shall end,
Soon shalt thou find a summer home, and
rest,
And scream among thy fellows; reeds shall
bend,
Soon, o'er thy sheltered nest.</p> <p>7. Thou'rt gone! the abyss of heaven
Hath swallowed up thy form; yet on my
heart,
Deeply hath sunk the lesson thou hast given,
And shall not soon depart.</p> <p>8. He, who, from zone to zone,
Guides through the boundless sky thy cer-
tain flight,
In the long way that I must tread alone,
Will lead my steps aright.</p> |
|--|--|

BRYANT.

QUESTIONS.

Meaning of title? Why directed to a fowl? Where is it? Why the term falling dew (1)? Does it fall? As to glow? What are heavens? What are last steps of day (2)? What is the figure? How can steps glow? Does it mean footsteps? Rosy (3)? depths? pursue? solitary? Which is the emphatic word? Why? Object of the author? Object of this first verse? What is the picture suggested? Vainly? Fowler (5)? Why speak of eye? What weapon is suggested? Mark? Wrong? Painted? Why darkly? Floats? Seek'st? Why apostrophe? plashy? What other word is better than brink (9)? Why use brink? Chafed? What kind of word is ocean-side?

To what are the three verses directed? Is not the connection closer between the first and third, than between the first and the second verses?

What is suggested at once to the poet (13)? Why capitalize Power? Why say "teaches" thy way? Why pathless? What coast? Why

comma after second and third lines? desert? illimitable? Is wander-used in its usual sense?

Fanned? all day? cold? thin? Is "stoop" as accurate as "descend" (19)? Why weary? welcome?

Why soon? summer home? why scream? what fellows? reeds? bend? Lines 21-24. what are they taken together?

Why "gone"? abyss? swallowed? "heart" means what? what lesson? why not "depart"? How do we get lessons of this kind?

Zone (29)? Who is "He"? How guides? boundless? certain? why long (31)? How alone?

What is the lesson learned of the past? Mention any other incidents that teach the same lesson. Give quotations from other poets or authors. Are lessons of this kind valuable? Why so? Who was the author? When born? when did he die? Name of some of his principal poems? Why is this esteemed?

Emphatic word in first line? in third? in fifth? emphatic words in lines 9-12? in line 13? in line 16? in line 17? in 19? in 21? in 22? in 23? Why exclamation after *gone* in line 25? Emphatic word in 27? in 28? in 30? in 31? in 32? Sound of "a" and "o" in along? of "o" in long? Where *pause* in first line? second? etc., etc., etc.

These are but a part of the questions the teacher will ask. The pupils will ask others. It will perhaps be objected that this process will consume time, and that the pupils will not "get through the book." If they become intelligent upon the reading, that is sufficient.—*The N. Y. School Journal.*

Outline of Primary Arithmetic.

BY S. T. PENDLETON.

V.

DIVISION is best taught as the opposite of multiplication; as 9 times 8 are 72, 9 into 72 goes 8 times, 8 into 72 goes 9 times.

Also teach *another division table*, 2 into all numbers up to 20; 3 into all to 30; 4 into all to 40, &c.; as, 4 into 30 how many times and how many over, or $30 \div 4 = ?$ and $+$. We are then ready for short division, which is but a succession of such examples, as ⁸⁷⁹⁴⁶)
we have $8 \div 4$, $7 \div 4$, $39 \div 4$, $34 \div 4$, &c.

When the scholars know the second column in the division table and 2 into all numbers to 20, then give these examples in large num-

bers divided by 2 as ^{2, 984687}. And so with the third column, &c. Divide by 11 and 12 by short division. Try $2411761079 \div 12$.

As a preliminary *mental drill*, the teacher can have before him the dividend, as 87946, and ask questions around the class, 4 into 8? 4 into 7? 4 into 39? 4 into 34? 4 into 26? and then say, "Write on your slate 87946 and divide it by 4."

Also give oral drills combining +, —, $\times$, $\div$; and practical questions mental and written combining these operations.

These are very good exercises, $6 \times 8 =$ how many times 7 and how many over? Answer, 6 times 7 and 6 over, because $6 \times 7 = 42$, and $42 + 6 = 48$.

Also, $7 \times 7 - 9 =$ how many times 6 and how many over?

$6 \times 6 + 4 =$ how many times 7 and how many over?

We would begin long division with 20 to 25 as divisors for simplicity—then 13, &c., to 20; and as it is hard at first to find the number of times, we frequently at first get the scholars to multiply the division by each of the 9 digits separately and set the work to one side to look at to help in finding the number of times or quotient figures. It is better, however, if possible, to find number of times or quotient figure, by the rule below from the first. Then take as divisors, 34, 45, 56, 67, 78, 89—then say divisors, 112, 234, 345, 456, 567, 678, 789, 890, 900: a good many examples with 112 divisor and different dividends, &c. Also divisors 1124, 1032, &c., and 4 figures generally, &c. Sometimes make remainder 1 less than divisor.

Notice o's in the divisor and o's in the quotient, &c., as in — & $\times$.

Also the 4 steps as a rule; 1. Times? 2. Multiply; 3. Subtract; 4. Bring down. *Times* is the hardest step. We say—*Rule*. If the 2nd figure of the divisor is less than 5, divide the first figure into the first one or two figures of the dividend to get the trial quotient figure, and if the product is greater than the partial dividend make the quotient figure 1 less, &c. If the 2nd figure of the divisor is greater than 5 divide the first one or two figures of the dividend by 1 more than the first figure of the divisor to get a trial quotient figure, and if the remainder is larger than the divisor make this quotient figure 1 greater, &c. In doing this it is generally sufficient to multiply the 2 left hand figures of the divisor *mentally*, which might be taught.

Long division with proof by multiplication is valuable as a review and practice in the 4 rules of +, —, $\times$, and $\div$.

In passing from grade to grade, a review should be had of all passed over in previous grades. Thus 2d Primary B (of our schools)

should see that the classes know the 2d column of the multiplication table, and test by

5 8 6 2 4 1 3 7 9

2

————— and so on for 3d column, 4th column, &c.

As a general method, if a class is working out subtraction, as in our 2d Primary A, give them *also* examples to multiply by several figures on the *other side* of the slate to keep them *occupied* while you examine their subtraction examples.

For instruction we frequently give the same example to all the class, a number of the pupils being required to work it at the blackboard, the rest at their seats on slates; sometimes the *worst* at the board, sometimes the *best*, according to our object.

The following is one good plan: For a test as to their knowledge in our graded schools, we number the scholars 1, 2, 3, 4, so as to have the No. 1's at a distance from each other; the No. 2's, at a distance from each other, &c. Give out 4 examples, one for No. 1's, a second for No. 2's, a third for No. 3's, a fourth for No. 4's; also a fifth example of a rule they have passed over, or any kind of work, to be worked by all on the *other side* of their slates, when they have finished the first example, so as to keep them occupied and hide their first work until all have finished. When all have finished the numbered or first example, we direct No. 1's to pass their slates forward to the front scholars, who shall hold them on their breasts while we examine them. Take those slates on which the example is incorrectly worked and put them in front to be corrected and pass back the slates on which the examples are right. We do the same for No. 2's, and then for No. 3's and No. 4's. We can then tell those at their seats, whose slates are right, to work out all four, while we examine the scholars in front, whose slates are wrong, deliberately, and we see where wrong, their errors and the remedy. We thus get the poor scholars separated, and work them up every day, either by sending them to the board to work out different examples, or on the front seats, while we give those at their seats more and harder examples. There are, however, many good ways of examining the answers. It is always well in the highest as well as in the lower grades to have examples in addition, subtraction, multiplication or division ready on the board for the class to work on the other side of their slates to keep them occupied so that you may examine and show the errors, undisturbed; and so they may keep up their accuracy in +, —, × and ÷. The higher classes in

arithmetic would frequently get 100% on examples in principle and method, and only 80% because of mistakes in calculation, and *especially in sometimes carrying and sometimes not*. Scholars kept in for conduct should have this kind of work also.

Pendleton's arithmetic cards are very convenient and useful for this purpose, having 3,400 examples, 340 different multipliers in multiplication; 3,400 examples in division, 340 different divisors, and about 1,000 in addition, adding 2 numbers, then 3 numbers, &c., to 16 and any number of numbers. These cards can be ordered from any bookseller in Richmond, 20 scholars' cards and 1 teachers' card for \$1.

Solution of Professor Webster's Problems.

I regret that Professor Webster, in the March JOURNAL, misconceives my article on the plank problem in the February JOURNAL. Superintendent Farr asked if I could give an arithmetical rule for this problem, and afterwards some carpenters and others asked for the same, and hence I published the rule and work as a matter of interest, but purposely gave no solution or demonstration of my own, as I wished to get some of the readers of the JOURNAL to give one, as called for at the end of my article. He is also mistaken in supposing that my rule is an example of approximate answers leading to too much error. In the PROOF there is a mistake in each division by 2; if this is corrected the sum of the halves will be equal to the whole plank, or 15 square feet, correct to the 9th decimal place. The length of the division line, or length of each half, cannot be gotten in figures by a more exact method.

Professor Webster's problems, proposed in the same article, *will get exact answers* by using the *ordinary rules*, because the ratio of the circumference to the diameter, π , cancels; but this cancellation indicates that sufficient relations exist independent of the ratio (and so, *vice versa*) as given in A, B, C, and D, below. I give both methods as he asks in his article. His two problems are:

1. How long a lead pipe of one inch external diameter and one-fourth of an inch thick can be made from a solid sphere of lead one foot in diameter? No allowance is to be made for waste or change of density.

2. How long a wire .01 of an inch in diameter can be made from the lead pipe, as above named?

FIRST. *By the ordinary rules* containing the ratio of the circumference to the diameter.

1. RULE. *The contents of a sphere is equal to $\frac{4}{3}$ of π multiplied into the cube of the radius.*

2. RULE. *The contents of a cylinder is equal to its height multiplied into π into the square of the radius of its base.*

(1) By 1. The sphere given is $=\frac{4}{3} \times 3.14159 \times 6 \times 6 \times 6$.

(2) By 2. A solid cylinder 12 inches long and 1 inch in diameter $=12 \times 3.14159 \times \frac{1}{4}$.

(3) A solid cylinder 12 inches long and $\frac{1}{2}$ inch in diameter $=12 \times 3.14159 \times \frac{1}{4}$.

(4) (3) — (2) = the given pipe 1 foot long $=12 \times 3.14159 \times \frac{1}{4}$.

$$(1) \div (4) = \text{number of feet of pipe} = \frac{\frac{4}{3} \times 3.14159 \times 6 \times 6 \times 6}{12 \times 3.14159 \times \frac{1}{4}} =$$

$$\text{(by cancelling 3.14159)} \quad \frac{4 \times 6 \times 6 \times 6 \times 16}{3 \times 12 \times 3} = 128 \text{ feet. Answer.}$$

The wire problem is worked in like manner by Rule 2.

SECOND. By theorems or principles, *not dependent on the ratio of the circumference to the diameter.*

A. *Cylinders of same height are to each other as their bases.*—Legendre, Book vii, Prop. ii.

B. *Circles are to each other as the square of their radii*—Ib.

Hence—

C. *Cylinders of same height are to each other as the squares of the radii of their bases.*

(1) Cylinder circumscribing the given sphere: solid cylinder 1 inch in diameter, 1 foot high $:: 36 : \frac{1}{4}$.

(2) Cylinder circumscribing the given sphere: solid cylinder $\frac{1}{2}$ inch in diameter, 1 foot high $:: 36 : \frac{1}{4}$.

Hence, working the proportions,

$$(3) \text{ Solid cylinder 1 in. in diam., 1 ft. long} = \frac{\text{Circ'd cylinder 1 ft. hgh.}}{36 \times 4}$$

$$(4) \text{ Solid cylinder } \frac{1}{2} \text{ in. in diam., 1 ft. long} = \frac{\text{Circ'd cylinder 1 ft. high}}{36 \times 16}$$

Subtracting (4) from (3),

$$\text{The given pipe 1 foot long} = \frac{3 \times \text{Circ'd cylinder 1 foot high.}}{36 \times 16} \quad (.5)$$

D. *Circumscribed cylinder* = $\frac{1}{4}$ of the sphere.—Legendre's Geom-etry, Book viii, Prop. xv.

Substituting in (5),

$$\text{Pipe 1 ft. long} = \frac{3 \times \frac{1}{4} \text{ sphere}}{36 \times 16} = \frac{9 \text{ spheres}}{36 \times 16 \times 2} = \frac{\text{sphere}}{128}$$

Or 128 feet given pipe = given sphere. Answer.

We could get and use the following,

RULE.—Divide $\frac{1}{4}$ square of the radius of the sphere by the difference of the squares of the external and internal radii of the pipe to get the length of the pipe. Thus: $\frac{1}{4} \times 36 \div (\frac{1}{4} - \frac{1}{16}) = \frac{1}{4} \times 36 \times \frac{16}{3} = 128$. Ans.

Second Problem.—By C above.

(1) Wire .01 inch diameter, 1 foot long; solid cylinder 1 inch diameter, 1 foot long: $\therefore \frac{1}{2003} : \frac{1}{4}$

(2) Wire .01 inch diameter, 1 foot long; solid cylinder $\frac{1}{4}$ inch diameter, 1 foot long: $\therefore \frac{1}{2003} : \frac{1}{16}$

Working the proportions,

$$(3) \text{ 1 inch solid cylinder 1 foot long} = \frac{\text{wire 1 foot long} \times 40000}{4}$$

$$(4) \frac{1}{4} \text{ inch solid cylinder 1 foot long} = \frac{\text{wire 1 foot long} \times 40000}{16}$$

Subtracting (4) from (3).

$$\text{The given pipe 1 foot long} = \frac{\text{wire 1 foot long} \times 40000 \times 3}{16}$$

128 feet given pipe

$$= \frac{\text{wire 1 ft. long} \times 128 \times 40000 \times 3}{16} = 960000 \text{ ft. wire. Ans.}$$

We could get and use the following,

RULE.—Divide the difference of the squares of the external and internal radii of the pipe by the square of the radius of the wire and multiply the quotient by the length of the pipe to get the length of wire. Thus $[(\frac{1}{4} - \frac{1}{16}) \div \frac{1}{40000}] \times 128 = \frac{1}{16} \times 40000 \times 128 = 960000$.

I sympathize with Professor Webster in his opposition to "the rule-bound."

S. T. PENDLETON.

Self-Improvement.

Miss E— G — asks us to tell her, through the *Monthly*, "the best means which a teacher may use to improve herself in her profession."

The larger, stronger, and purer one is, in mind and heart, the better she is fitted for the work of teaching. Whatever tends to enlarge, strengthen and purify the teacher will be to her a means of professional improvement. This opens a field in which thought might take very wide range. We shall confine ours to a few leading points.

1. Seek to know your true relationship to God, and freely and fully acknowledge that relationship. This is fundamental. There is no true character, there is no right living without it. This relationship understood and acknowledged, look continually to God for wisdom, purity, faith and hope.

2. Learn obedience—obedience to every law of your being. Bring self into complete subjection.

3. Keep mind and heart open to every good influence. Retain the Spirit of God in your heart. Seek the company of good people. Visit good schools. Attend teachers' institutes. Read the best educational journals. Keep your mind occupied with high thinking, and crowd out all unworthy thoughts.

4. Be thoroughly in earnest. Do your best every day.

5. Spend no time in brooding over your own short-comings. When you have done wrong confess it heartily to yourself and God, and to others whom it may concern—even to your pupils, and go bravely on.

6. Be a systematic and persistent student. Study most in the direction of your greatest felt need. Study nature. Study books, especially the Bible. Study human nature, especially child-nature. We need to study children far more than we do, and we need ourselves to be child-like in simplicity and teachableness. It is Rousseau that says we are not sufficiently acquainted with childhood. "Even the most sagacious instructors apply themselves to those things which *man* is required to know, without considering what it is *children* are capacitated to learn. They are always expecting the *man* in the *child*, without reflecting what he is before he can be a man." The greatest teachers have ever been profound students of child-nature.

Does E. G. think we have set for her a large task? We know no other way.—*The Ohio Educational Monthly*.

The Normal School at Farmville.

RICHMOND, VA., April 25, 1884.

Under the provisions of the act of the General Assembly establishing "a State Normal School for the training of white female teachers for public schools," the trustees met and organized and elected Hon. W. H. Ruffner the Principal of the school. They will reassemble at Farmville on the 10th June to complete the organization and take such other necessary steps as will result in the opening of the school early in Autumn.

At the session in June, besides determining the number and the work of the remaining teachers and appointing them, the Board will adopt needful rules and regulations for the government of the school and prescribe the preliminary examinations and conditions on which students shall be received and instructed.

The law establishing the school allows to each city of 5,000 inhabitants a pupil and to each county as many pupils as it has representatives. These pupils will pay no tuition and the Board is taking steps already to make the expenses as light as possible. It is desirable that the Board should have as much information as possible in reference to the number of young ladies who will apply for admission. The County Superintendents will have much to do with determining the usefulness of the school. The Faculty must have the best material to work upon or they cannot return to the cities and counties teachers such as will conduct model schools and in themselves embody so much force as to become a marked and elevating power in the communities where they live and teach. Every Superintendent will find himself strengthened just in proportion as he can have raised up around him teachers of ability and professional culture, and the value to the people of the public school system in any county will in like proportion be enhanced from year to year.

The aim of the Board is to build up a first-class *Normal* school. The school was authorized by the State "*expressly for the training of teachers.*" It is to teach the pupils how to teach—to make each a skilled instrument for the education of children. The experience of the countries which have the best systems of education is that it is impossible to maintain an efficient and an improving system without connecting with it a plan for the education of teachers. The friends of the Normal school have, in the acceptance by Dr. Ruffner of the position of Principal, the assurance and guaranty of the success of

the institution. In the selection of his associates the object of the school will not be lost sight of, and only experienced and trained teachers will be admitted into the Faculty.

J. L. M. CURRY,
President of the Board of Trustees.

Obedience.

We listened to a sermon addressed to children, not long since, by one of our prominent city pastors. The subject was Obedience, and the importance of this virtue as a character-builder was forcibly presented. While listening to the eloquent remarks of the minister, we thought of the great advantage that any person must have in the avocations of life who has been trained to careful habits of obedience. Herein lies one of the great values of the public school. A child is taught from the first to yield to a law which is above and stronger than itself. It soon learns that not only one but all must be subjected to the same discipline. The strong hand of necessity is constantly felt, and in process of time any rightfully constituted authority is readily recognized, and a willingness to be obedient thereto shown. Thus when the child is grown, and he recognizes the relations which the citizen bears to the civil government, he very naturally becomes a law-abiding and a law-upholding member of the body politic. His whole training from the first has been such that a character has been developed which recognizes a certain sanctity in authority. Obedience becomes to a certain extent a habit, and loyalty to government a fixed principle of character. Children who are thus taught from the time they enter the school-room that law is just and must be obeyed, become safe members of any community. But the value of this training is not circumscribed by the relations the person bears to the civil government. There is constantly present, since it is part of his character, a disposition to render obedience to properly constituted authority; and whenever a divine law is recognized there is a tendency, to say the least, to yield to its demands. We consider that herein lies a moral influence of great power, and one that appears to be entirely overlooked by those who are constantly prating about the "godless" public schools. A child subjected to the orderly arrangement of a public school for ten or twelve years, and thus imbued with its system, will make a safe member of society, because he has grown up with the idea that law must be obeyed.—*Pacific School Journal.*

TO TEACHERS.—To the repeated question of teachers, "How shall I do good work?" we reply: By ever growing; by keeping pace with the march of progress in the profession through constant study and systematic reading, combined with judicious application of educational principles. Do not be content to plod in ruts, but as broader, wider methods are presented, prove them. Know all about your work you are able to learn; do all for your school you are able to do, realizing that teaching is a profound science, a divine art, to which the best energies of mind and soul should be consecrated. Make child-nature your particular study; remember the schools are altogether for the children, and consider them as mental nurseries in which only natural, healthful growth is desirable. Avoid all hot-house forcing, but enable the child-plants to take deep root in good soil, and thereafter guard their growth that the processes of leaving, branching and blossoming may proceed under the most favorable circumstances. Work patiently, reverentially, hopefully.—*Supt. F. R. Feitshans, Springfield, Ill.*

EDITORIAL PARAGRAPHS.

IN Ohio the teachers have formed a society called the Ohio Teachers' Reading Circle, for the purpose of systematic study of professional works. This body is directed by a Board of Control, who designate what books shall be read during the year. So far as we can learn the results have been very satisfactory. It seems to us that a similar organization among our Virginia teachers would be of immense value. It would form, in addition to the normal schools and teachers' institutes, an important aid in elevating the character of our teachers, in increasing their power of usefulness and in advancing the efficiency of our schools. Organized and systematic work in this direction could not fail of producing good results. It was while we were engaged in preparing something in furtherance of this plan that the following scheme, prepared by Prof. F. V. N. Painter, of Roanoke College, was placed in our hands. We present it for the consideration of our readers. It may need some modifications, as the Professor suggests, but is on the right line. Think it over, and let us hear your ideas on the subject:

Reading Association of Virginia Teachers.—1. The object of this Association is to pursue a course of educational reading.

2. The Association should have a regular organization with President, Vice-President, Treasurer and Secretary.

3. The course of reading should extend through two or three years, and embrace the best works on the theory and practice of teaching, and related subjects.

4. The course of reading should be prescribed by a standing committee of prominent educators, among whom I would include Drs. Curry and Ruffner.

5. Quarterly or semi-annual examination questions should be sent to the members of the Association to be answered and returned to the Secretary, who shall keep a record of the standing of each member.

6. After the completion of the course, a certificate should be furnished each member who has pursued the course of reading faithfully.

7. After the completion of the first course, a more extended and general course of reading might be prescribed for those holding certificates.
8. The initiation fee should be sufficient to meet current expenses—say fifty cents, with the annual contribution of a similar amount.
9. The Secretary or other officer entrusted with the correspondence should receive a remuneration for time and labor.
10. Teachers as well as others interested in education should be eligible to membership.
11. After an organization has been effected, a circular should be sent to all the teachers of the State inviting their coöperation.
12. THE EDUCATIONAL JOURNAL would be an excellent medium for the discussion of topics and the publication of reports as to progress, methods, &c.
13. Arrangements should be made with publishers to furnish their books at a discount to members of the Association.
14. An annual meeting should be held, the Normal Institutes affording the most favorable time.
15. These points, hastily written down without due regard to order, should be subject to discussion and modification.

LET GOOD MEN BE RETAINED.—The provision in your law, placing the organization and management of the Teachers' Institute in the hands of the County Superintendent seems wise, and worthy to be commended to other States, especially those that have not yet adopted this necessary feature in school management.

Of course, the County Superintendent must be a competent man; one in whom the teachers have confidence, and one who is able and willing to direct the forces committed to his care. We can hardly conceive of a more important office in the gift of the people. Hence great care should be exercised in the selection of this officer; and when he is selected, and proves to be a good man, he should be retained. We all know how ruinous is the policy of continually changing teachers. We deplore this, and strive to avoid it; but the frequent change of County Superintendents is much more harmful to the settled order of the schools.

The bane of our school is *change*: change of teachers, change of policies, change of administrations, etc. Therefore see to it that no unnecessary changes are wrought in your excellent school economy. If you have a good teacher, keep him at any cost. If you have a good Superintendent, see that he is not "ousted" by some wily politician, or uneasy mortal who thinks the world is all going wrong because he is not "running it."—*John Ogden in Penn. School Journal.*

THE SCHOOL LAWS.—The Superintendent of Public Instruction proposes to begin in the May No. of the JOURNAL the publication of the school laws of the State. They will include the whole body of the school legislation so far as it is in force at this date. The publication will probably run through the numbers for the year. As the Board of Education has no authority for publishing the laws for general distribution this will furnish the only means of getting the laws into the hands of the teachers and school officers in the Commonwealth. How important this is each Su-

perintendent can best determine for himself. That all may know on what terms they can secure not only the school laws but other matter contained in the JOURNAL of interest and value to teachers we append our club rates. We should be glad if our friends, especially the county and city Superintendents, would take this matter in hand, and, should they desire copies for their teachers and trustees, notify us at once that we may make arrangements for printing the increased number of our May issue.

TERMS:	1 copy, \$1 00	30 copies, \$26 40	} In advance.
	5 copies, 4 75	50 copies, 42 50	
	10 copies, 9 20	75 copies, 62 25	
	20 copies, 18 00	100 copies, 80 00	

THE SUPERINTENDENTS' CONFERENCE.—The Conference met according to appointment in the Hall of the House of Delegates at 8 P. M., Tuesday, April 14. Seventy-eight members were present and quite a large number of visitors. A hearty welcome was extended to the body by Gov. W. E. Cameron, President of the Board of Education. Attorney-General F. S. Blair, also a member of the Board of Education, added other words of welcome. Dr. J. L. M. Curry then delivered an address which added to his already high reputation for wisdom and oratory. On Wednesday morning the Conference entered upon its regular work. The Superintendent of Public Instruction was very properly made its permanent President. The presence of Gen. John Eaton and Hon. M. A. Newell added much to the interest of the meetings. The University of Virginia was represented by Professors N. K. Davis and G. F. Holmes and the recently elected Director of the McCormick Observatory, Prof. Ormond Stone, a native of the great Northwest and a thorough-going public school man. The Virginia Agricultural and Mechanical College was represented by Prof. T. N. Conrad, the Hampton Normal and Agricultural Institute, by Gen. S. C. Armstrong, the Farmville Normal School, by Dr. J. L. M. Curry and the Virginia Normal and Collegiate Institute, by Hon. A. W. Harris. There were more addresses of a general character than at the Conference last year, though much was done in discussing questions relating to the immediate work of the members. Some of the questions introduced produced very animated discussions. A number of the members visited our city schools with special reference to an examination of their organization and methods of teaching. Upon an invitation extended through Dr. Curry a number visited Richmond College, and the Conference in a body paid their respects to the Governor. The exhibition of books, school furniture &c., was much inferior to that of last year. One of the most interesting features was the exhibition of articles both of wood and iron manufactured by the pupils of the Miller Manual Labor School of Albemarle. The History Charts of Prof. N. B. Webster of Norfolk exhibited great erudition and a skillful classification of the events of history. The meeting has, no doubt, contributed much to a better understanding of the school interests of the State. The Superintendents know and appreciate each other better and feel increased interest in their common work. The details of the Conference will be found in this number in the Official Department. We had the pleasure of meeting many of our friends and the friends of the JOURNAL, and of forming the acquaintance of others. We missed the faces of quite a number. The next meeting will take place in this city in February, 1885.

THE *Century* for May contains an article on *Three Years' Experience in the Management of a Tenement House*. The following conclusion, drawn from the experience of the managers, so fully corresponds in some respects with the results reached by the teacher in dealing with his pupils that we quote it for the consideration of our readers:

"We have seen that in dealing with the poor there is nothing which is so important as to help them to preserve their self-respect, and this is a delicate and difficult task. We have had to stand by and see many a desperate struggle with poverty, many an instance of such self-denial as is unknown in a richer class; and yet no lesson has been so impressed upon us as that the best way to help these people is to allow them to help themselves. Those tenants who receive outside assistance for which they do not give a fair equivalent in labor, are almost invariably the most difficult class with which we have to deal."

The following is taken from a private letter of an eminent Virginian now holding an important position in another State. What he says is true. The writer thinks that necessity is laid upon us to rely upon ourselves. We ought to do so as a matter of policy as well. Educational independence can never be secured unless we utilize the educational forces in our midst. The immediate result may lack somewhat of completeness, but the ultimate issue will be all that could be expected or asked. Let our people learn all they can from every source, but let them be charged with the administration of our affairs:

"In building up a school system in Virginia you must rely upon yourselves. There is more talent in Virginia now to do this work than in any other State in the Union, and what she wants is to steer clear of the *mistakes* of the Northern and Western graded schools and build up schools for herself upon sound educational principles."

THE OFFICIALS of the Maury Literary Society of the Virginia Agricultural and Mechanical College, Blacksburg, will accept our thanks for an invitation to attend their Final Celebration on Thursday night, 24th instant.

Book Notices.

ELEMENTS OF MODERN CHEMISTRY. By ADOLPHE WURTZ, (Senator) Member of the Institute, &c. Second American Edition. Translated from the Fifth French Edition, by Wm. H. Greene, M. D., Professor of Chemistry in the Central High School, Philadelphia, Member of the Amer. Phil. Institute, &c. London and Philadelphia: J. B. Lippincott & Co. 1884. Price, \$2.50.

This treatise, the work of one of the finest chemists of France, has recently, in its fifth edition, undergone a thorough revision. The treatment is full and has been brought up to the latest developments of chemical science. The translator and editor has made some additions specially valuable to American students, and has changed the arrangement so as to secure convenience of method rather than a strictly scientific classification. It is adapted to college classes; it is too full and difficult

for elementary schools. To any one desiring a compendium of Modern Chemistry, the book will be found very valuable.

For sale by West, Johnston & Co.

EPITOME OF ANCIENT, MEDIAEVAL, AND MODERN HISTORY. By CARL PLOETZ. Translated with extensive additions, by Wm. H. Tillinghast. Boston: Houghton, Mifflin & Co. 1884. Price, \$3.

We can hardly speak in too high terms of this book, containing as it does the summary of the world's history, and giving the conclusions reached in accordance with the most recent historical investigations. It is not designed for a text book, but a book for handy reference, where one may readily find the state of knowledge on any given historical subject, or may readily recall what has escaped his memory. The translator has added much in the department of American history. "The distinguishing feature of the Epitome is the arrangement whereby a brief connected narrative is accompanied by a clear, well graduated chronology which emphasizes the sequence of events without breaking up the story or fatiguing the mind."

For sale by West, Johnston & Co.

THE ENGLISH BODLEY FAMILY. By HORACE E. SCUDDER, author of "The Bodley Books." With illustrations. Boston: Houghton, Mifflin & Co. 1884. Price, \$1.50.

This book details the travels of "The Bodley Family" in England, which they reach by way of Holland. In their travels they meet a party of English Bodleys who prove to be of the same family, and who in their intercourse with our friends exhibit many of the characteristics which distinguish Englishmen from Americans. Many points in England are visited, especially to exhibit the connection between the histories of Old England and New England. The book is handsomely illustrated, and the story is told in Mr. Scudder's pleasing style.

For sale by West, Johnston & Co.

CLASSICS FOR CHILDREN—STORIES OF THE OLD WORLD. By the Rev. ALFRED J. CHURCH, M. A., author of *Stories from Homer, &c.* Boston: Ginn, Heath & Co. 1884. Mailing price, 40 cents.

The author, who has been very successful in presenting agreeably to the children stories from the Old World, has in this volume presented the story of the Argo, of Thebes, of Troy, the Adventures of Ulysses, and the Adventures of Æneas. It is well to familiarize children at an early age with classic stories that permeate all our literature. The names and characters of the heroes and the events in which they took part, become imbedded in their minds, and they early learn to appreciate and to enjoy the allusions constantly appearing in our own literature. In this volume the stories are stripped of all that could mar their beauty or offend the taste. The book is both cheap and entertaining.

RECEPTION DAY NO. 3. New York: E. L. Kellogg & Co. 30 cents.

The third number of this quarterly issue confirms the impression of its thorough practical value. It contains fresh and original dialogues, recitations, declamations, and short pieces in poetry and prose, to meet the constantly recurring needs of schools and gatherings of any sort, public or private. It is of excellent moral tone, and calculated to be very helpful in school work. The wants of both young and

older pupils are provided for, and the work is suitable either for public or private schools.

SCHOOLS AND STUDIES. By B. A. HINSDALE, A. M., Superintendent of Instruction, Cleveland, Ohio, author of "President Garfield and Education." Boston: James R. Osgood & Co. 1884. Price \$1.50.

In this volume the author treats mainly of educational subjects, though a few of the papers are on other themes. We have rarely read an author who is more disposed to look at the subject of which he treats from every point of view. He examines critically existing systems and methods, commends their excellencies, condemns their defects and suggests remedies for their deficiencies. The teacher who reads and carefully weighs what is said in these essays will stand upon a higher plane of thought with broader views of his work. The topics treated are arranged under the following heads: The Origin of Character; Handling Children; Means and Ends: The Specialization of Studies; A Plea for Breadth; John Stuart Mill; The Mission of the Public Schools; Industrial Education and Public-School Reforms; The Nation and the States; The Secularization of Learning: The Eastern Question; The Public *vs.* The Public Schools; A Phase of College Education; Reforms in the School Law of Ohio.

News and Notes.

AMERICAN NEWSPAPERS IN 1884.—From the edition of Messrs. Geo. P. Rowell & Co's *American Newspaper Directory*, now in press, it appears that the newspapers and periodicals of all kinds at present issued in the United States and Canada reach a grand total of 13,402. This is a net gain of precisely 1,600 during the last twelve months, and exhibits an increase of 5,618 over the total number published just ten years since. The increase in 1874 over the total for 1873 was 493. During the past year the dailies have increased from 1,138 to 1,254; the weeklies from 9,062 to 10,028; and the monthlies from 1,091 to 1,499. The greatest increase is in the Western States. Illinois, for instance, now shows 1,009 papers in place of last year's total of 904, while Missouri issues 604 instead of the 523 reported in 1883. Other leading Western States also exhibit a great percentage of increase. The total number of papers in New York State is 1,523, against 1,399 in 1883. Canada has shared in the general increase.

TEACHERS' INSTITUTES will be supplied with solid songs of service for their gatherings, free of charge for the books, by sending for the Business Editions of Acme Songs. Only cost is for transportation. If desired by mail, send one half-cent a copy for postage. J. C. O. Redington, 267 Broadway, N. Y.

The Magazines.

POPULAR SCIENCE MONTHLY.—Contents for April: The Coming Slavery, by Herbert Spencer; The Electric Railway, by Lieut. B. A. Fiske, [illustrated]; Photographing a Streak of Lightning, [illustrated]; Methods of Instruction in Mineralogy; Physiological Significance of Vital Force, by W. G. Stevenson, M. D.; The Chemistry of Cookery, by W. Mattieu Williams; A Defense of Modern Thought, by W. D. Le Sueur; The Faculty of Speech, by Dr. E. F. Brush; Biblical and Modern Leprosy, by G. H. Fox, M. D.; The Remedies of Nature—Miscellaneous, by Felix L. Oswald, M. D.; The Morality of Happiness, by Thomas Foster; Why the Eyes of Animals Shine in the Dark, [illustrated]; Prehistoric Art

in America: Recent Geological Changes in Western Michigan; Sketch of August Wilhelm Hofmann, by K. J. Hallock, Ph. D., [with portrait]; Correspondence—Editor's Table—Literary Notices—Popular Miscellany—Notes.

THE ATLANTIC MONTHLY for April.—Contents: Drifting Down Lost Creek, II., C. E. Craddock; Presidential Nominations, O. T. Morton; Haroun Al Raschid, Helen Gray Cone; A Roman Singer, XIX., XX., F. Marion Crawford; The Red Sunsets, N. S. Shaler; In War Time, VII., VIII., S. Weir Mitchell; Night in New York, George Parsons Lathrop; Madame de Longueville—An Outline Portrait, Maria Louise Henry; The Return of a Native, Edith M. Thomas; En Province, VII., Henry James; Phillida and Coridon, Bradford Torrey; Annina, Charles Dunning; The Champs Elysees; General Beauregard; Julian's Political Recollections; Recent Travel; The Latest of "The Virgilians;" The Contributors' Club; Books of the Month.

St. NICHOLAS for April.—Contents: Frontispiece, "Spring;" A Hero of Lexington, Poem; Fairy Lodge, five illustrations; How Bright Benson Got His Appointment to the Naval Academy, three illustrations; A Modern Artist, Verses, illustrated; Onawandah, Fourth Spinning wheel Story, illustrated; The Plaything of an Empress; Meditation, Picture; Bird-Talk, Verses, illustrated, Celia Thaxter; Girl-Noblesse—A Repeat of History, concluded, Mrs. A. D. T. Whitney, two illustrations; Grandma's Angel, Verses, illustrated; The Land of Fire, Chaps. XVII.—XIX., Mayne Reid, three illustrations; The Gnu Baby, Picture; Historic Boys—Harry of Monmouth, the Boy General, two illustrations; First Steps, Verses, illustrated; Winter Fun, concluded, W. O. Stoddard; Magic Buttons, Poem; Hoop Song, Verses, illustrated; Tsang Tsan and the Man-Eater, illustrated; Noon, Noon, Jingle, illustrated; The St. Nicholas Almanac—When Spring Began, illustrated; Jack-in-the-Pulpit; Letter from Deacon Green, four illustrations—Prize Drawings; The Letter-box—Agassiz Association—The Riddle-box, illustrated.

LIPPINCOTT'S MAGAZINE for April.—Contents: New Germantown and Chestnut Hill, illustrated; The Perfect Treasure, four parts, II., by F. C. Baylor; How the Roman Spent His Year, two papers, I., by William F. Allen; Her Lover, A Story, by Louise Stockton; In the Kauri Forests of New Zealand, by G. F. Gordon Cumming; Healthy Homes, IV., Rooms and Halls, continued, by Felix L. Oswald; Glimpes of the Queen's Negroes, by Arthur F. J. Crandall; At Last, A Story, three parts, I., by Annie Porter; A German Novel, by Horace M. Kennedy; April Fish, A Story, by M. J. Barnett; Some New Anecdotes of Heine, by William R. Thayer; together with other Short Stories, Poems, and Articles of Interest upon Current Topics.

THE APRIL CENTURY—Five profusely illustrated articles and a biographical paper with two portraits lend unusual pictorial interest to the April number. The frontispiece is a portrait of the late Sidney Lanier at the age of fifteen, and with the text of Dr. William Hayer Ward's essay on "Sidney Lanier, Poet," is also printed a portrait of the poet in mature age. In "Open Letters," Arthur Penn writes of "Sidney Lanier on the English Novel."

The illustrated articles are: An interesting account of the memories which cluster about "The White House;" Miss Sarah Freeman Clarke's concluding paper of pen and pencil "Notes on the Exile of Dante;" a description of the building and partial impairment of "The New York City Hall," which is regarded as one of the finest architectural monuments in the metropolis; the picturesque record of a cruise "Among the Magdalen Islands," the third paper in the series, "The Cruise of the Alice May;" "Progress in Fish-Culture." An interesting travel article, without pictures, is "New Zealand in Blooming December."

Foremost among the unillustrated papers, in points of general interests, is George Alfred Townsend's account of "How Wilkes Booth crossed the Potomac."

Two other striking essays of the number are "Uncle Tom without a Cabin," by Walter B. Hill, a consideration, from the Southern point of view, of the present status of the negroes of the South; and Professor Samuel Willard's "The Destiny of the Universe."

The sixth part of Mr. Cable's *Dr. Sevier*; the fifth part of Robert Grant's *An Average Man*; and a short story in negro dialect, *Marse Chan*, by Thomas Nelson Page, are the fiction of the number.

THE AMERICAN NATURALIST for April.—Contents: The Exhalation of Ozone by Flowering Plants; The Cerdontia, illustrated, E. D. Cope; Anatomy and Physiology of the Family of Nepidae, illustrated; Topographical Phenomena in Indiana, illustrated; Renumeration of the Spinal Nerves and Reconstruction of the Plexuses in the Human Subject, Elliott Cones; A Review of the Progress of N. A. Invertebrate Palaeontology for 1883; Editor's Table; Recent Literature; General Notes: Geography and Travels, Geology and Palaeontology, Mineralogy, Botany, Entomology, Zoology, Physiology, Psychology, Anthropology, Microscopy and Histology; Scientific News; Proceedings of Scientific Societies.

NORTH AMERICAN REVIEW for April.—Contents: The Decline of American Shipping, N. Dingley, Jr., M. C. and John Codman; Shall our Civilization be Preserved, Judge J. A. Jameson; The Development of Religious Freedom, Rev. Dr. Philip Schaff; Changes in the Climate of North America, Felix L. Oswald, M. D.; A Plea for Modern Languages, Professor C. A. Eggert; Literature for Children, Julian Hawthorne; Recent Criticisms of the Bible, Rev. A. G. Mortimer and Rev. Dr. R. H. Newton.

SOUTHERN HISTORICAL SOCIETY PAPERS for April.—Contents: Organization of the Army of Tennessee at the Battle of Chickamauga; Letters from Fort Sumter, Lieutenant I. Jones; Story of the Arkansas, III., G. W. Gift; Sketch of the Third Maryland Artillery—Retreat from Nashville, Captain W. L. Ritter; The Last Chapter in the History of Reconstruction in South Carolina, Professor F. A. Porcher; Report of General J. C. Brown of the Battle of Lookout Mountain; Further Details of the Death of General A. P. Hill—Letter from "A Courier," Letter from Colonel C. S. Venable; Editorial Paragraphs; Literary Notes.

OUR LITTLE OWNS AND THE NURSERY for April—simple, attractive, pleasing—has been received.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Conference.

We surrender our space this month to the report of the Superintendents' Conference, which will doubtless prove interesting to all who feel an interest in the educational affairs of our State. The representation was creditable, there being seventy-eight active members present, besides many trustees and teachers. Most of the Superintendents who did not attend sent excuses, which we have no doubt *they thought were excellent*, and on that point we refrain from expressing an opinion. Of course, without the power to compel the attendance of members it is useless to complain of their absence. Those who did attend, we believe, do not regret it, and we are satisfied that they will find their official duties rendered much lighter by the information gained from the lectures and addresses of the distinguished gentlemen who honored the Conference with their presence, as well as by the interchange of views one with another.

Hon. J. L. M. Curry was present during the entire meeting and participated actively in all its proceedings, adding greatly to its success by several able and eloquent addresses on educational subjects. He made a stirring and unanswerable argument in advocacy of Normal training for teachers, and in that connection called attention to the Farmville Normal School, and urged Superintendents to use their best efforts to assist in making it a success.

General Eaton, United States Commissioner of Education, was also present most of the session. His addresses on educational topics were replete with valuable information.

Hon. M. A. Newell, Secretary of the Board of Education of Maryland, rendered valuable assistance, and delivered several addresses of a most interesting character.

Prof. T. N. Conrad, President of Virginia Agricultural and Mechanical College, represented that College and delivered an able address on the merits of the institution.

General S. C. Armstrong, Principal of Hampton Normal and Collegiate Institute, was again with us, and his address on the practical

operations of the Institute, over which he presides, was an enjoyable treat.

Prof. Noah K. Davis, LL. D., ably represented the University of Virginia.

The address of Prof. Harris, of Richmond College, on the aims and purposes of the new State Normal School at Farmville, was an able effort, and was listened to with deep interest.

Prof. W. B. McGilvray, the well-known enthusiast in the work, gave no uncertain sound in his address on "County Institutes."

Prof. W. F. Fox, Principal of the Richmond High School and editor of the EDUCATIONAL JOURNAL, was of course present, not only representing this valuable journal, but taking an active part in the proceedings, and in addition delivered an interesting address on the "Importance and Benefits of Proper School Literature."

The new Virginia Normal and Collegiate Institute at Petersburg, for colored teachers, was well represented by Hon. A. W. Harris.

Professor George E. Little, of Washington, D. C., a gentleman of national reputation in black-board drawing, "an equal of Nast in making cartoons," was present, and added much to the interest of the sessions. His services have been secured for one of the summer institutes.

Professor N. B. Webster, of Norfolk, in his illustrated lecture on "Periods of History," gave much valuable information.

Besides the above, addresses were made by Superintendent General Daniel Ruggles on the subject "Higher Education for Woman Industrial and Scholastic," and Superintendent Hon. J. G. Cannon on the subject, "Free Text-Books along with Free Education."

It is needless to say that with the above array of talent, taken together with the many interesting discussions on subjects intimately connected with the daily work of the Superintendents, the Conference proceedings were attractive and valuable.

EXHIBITION HALL.

The Senate Chamber was well filled with samples of school furniture of all kinds, maps, globes, charts, school books, &c. Besides, Messrs. Ramos & Moses and Messrs. Ryland & Lee, had a fine assortment of organs and pianos on exhibition.

Professor C. E. Vawter, of the Miller Manual Labor School, sent for exhibition a fine writing-desk and a small engine, specimens of the work of the boys of the school. The little engine attracted much attention, and is a fine specimen of workmanship.

George P. Stacy, of Richmond, had a fine assortment of school furniture of all kinds.

Messrs. W. J. C. Dulaney & Co., Baltimore, exhibited specimens of "Soper's patent school desks."

Messrs. G. & C. Merriam & Co., of Springfield, Mass., copies of "Webster's Unabridged Dictionaries."

Messrs. Sower, Potts & Co., Philadelphia, school books.

Messrs. Gately & Haskell, copy of "Gately's Universal Educator."

American Soapstone Company, Providence, "sample blackboards."

Messrs. E. L. Kellogg & Co., New York, "Educational Publications."

The Conference Proceedings.

The second annual Conference of County and City Superintendents and Principals of Public High Schools convened in the Hall of the House of Delegates on the night of April 15th, and was called to order by the President, Hon. R. R. Farr, and opened with prayer by Rev. George W. Dame.

G. W. Hawxhurst, Secretary of the Board of Education, was appointed secretary of the Conference; Captain W. F. Pumphrey, sergeant-at-arms; James Jasper, porter.

The roll of Superintendents was called, and the following were present either at this call or registered during the Conference, viz.: Albemarle, L. A. Michie; Alexandria city, W. F. Carne; Alexandria county, A. B. Grunwell; Alleghany, A. A. McDonald; Amelia, H. T. Tucker; Amherst, O. G. Bailey; Appomattox, Rev. J. B. Bristow; Augusta, H. S. Roller; Bland, James T. Taylor; Botetourt, M. D. Obenshain; Brunswick, W. F. Jones; Buckingham, A. J. Eppes; Campbell, R. A. Hamlet; Caroline, B. B. Wright; Charles City, J. P. Stagg; Charlotte, Dr. J. C. Paris; Chesterfield, E. S. Robinson; Clarke, Carter M. Louthan; Culpeper, John W. Colvin; Danville, H. C. Slaughter; Dinwiddie, C. M. Harris; Essex, B. G. Rennolds; Fairfax, E. F. Crocker; Fauquier, W. H. Strother; Floyd, John W. Simmons; Fluvanna, John R. Haden; Frederick, George W. Ward; Fredericksburg, General Daniel Ruggles; Gloucester, R. H. Franklin; Goochland, E. S. Reeve; Grayson, W. S. Hale; Greenville, John S. Spencer; Halifax, T. E. Barksdale; Hanover, J. L. Valentine; Henrico, D. E. Gardner; Henry, Dr. J. M. Smith; Highland, Sidney Ruckman; Isle of Wight, W. S. Holland; James City, C. W. Taylor; King & Queen, J. G. Cannon; King William, Colonel J. C.

Johnson; Lancaster, S. P. Gresham; Louisa, W. J. Walton; Lunenburg, O. L. Hardy; Madison, H. N. Fry; Manchester, E. B. Howle; Mecklenburg, H. E. Coleman; Montgomery, W. A. Havener; Nansemond, V. S. Kilby; Nelson, Judge George S. Stevens; New Kent, J. D. Turner; Norfolk city, Major R. G. Banks; Norfolk county, J. E. Baker; Northampton, J. B. Dalby; Northumberland, Wm. Broun; Nottoway, J. E. Perkinson; Orange, F. L. Marshall; Patrick, Major J. A. Taylor; Petersburg, Major E. B. Branch; Portsmouth, G. F. Edwards; Prince Edward, T. W. Crawley; Prince George, H. C. Britton; Princess Anne, A. B. Malbone; Pulaski, M. J. Alexander; Richmond city, E. M. Garnett; Richmond county, Rev. George H. Northam; Roanoke, Marshall Frantz; Rockbridge, J. L. Hamilton; Rockingham, Rev. A. P. Funkhouser; Russell, E. D. Miller; Smythe, Major A. G. Pendleton; Southampton, J. J. Deyer; Spotsylvania, J. M. Holladay; Stafford, Strother Harding; Staunton, W. A. Bowles; Sussex, W. N. Blow; Warwick, C. F. Groome; Wythe, Major W. G. Repass. Total present, 78.

Letters were read from the following Superintendents excusing their absence:

Accomac, J. C. Weaver, sickness of wife; Bedford, J. G. Board, sickness of self; Carroll, T. J. Jennings, sickness of self; Elizabeth City, I. L. Jones, burning of store; Giles, G. T. Porterfield, sickness of wife; King George, W. McDaniel, sickness of wife; Lee, J. H. Graham, sickness of self and family; Loudoun, Colonel W. Giddings, attendance on court; Mathews, Rev. R. B. Collier, house destroyed by fire; Middlesex, R. T. Bland, private business; Page, E. T. Broyles, attendance on court; Pittsylvania, J. W. Wilson, sickness of self; Powhatan, Dr. W. H. Hening, sickness of wife; Prince William, Samuel Martyne, sickness of self; Scott, J. B. Wolfe, sickness of self and family; Surry, William Dillard, failure to get notice; Shenandoah, W. W. Logan, sickness of wife; Westmoreland, Rev. H. H. Fones, sickness of family; Wise, M. M. Wells, sickness of family; Washington, R. P. Carson, sickness of self; York, L. U. Evans, personal reasons.

The following Superintendents make no excuse:

Buchanan, T. W. Ratliff; Craig, P. O. Reynolds; Cumberland, C. A. Holman; Dickenson, J. M. Thornbury; Franklin, Dr. B. A. James; Green, J. N. McMullen; Rappahannock, A. H. Buckner; Tazewell, J. H. Gillispie; Warren, J. T. Silman.

At the conclusion of roll-call Superintendent Farr introduced His Excellency W. E. Cameron, Governor and president of the Board

of Education, who in an appropriate address welcomed the members of the Conference to the city.

Hon. F. S. Blair, Attorney-General and member of the Board of Education, was then introduced, and delivered a forcible and well-timed address, at the conclusion of which Superintendent Farr, after a few eulogistic remarks of the valuable assistance rendered the cause of public education by Hon. J. L. M. Curry, agent of the Peabody Educational Fund, introduced that gentleman to the Conference. Dr. Curry was received with hearty applause, and his address was a happy effort in behalf of public education.

Professor George E. Little, of Washington, D. C., entertained the audience with some fine specimen of drawing on the blackboard.

The following committees were announced:

ON ORDER OF BUSINESS.

Rev. G. W. Dame, Hon. J. L. M. Curry, Rev. A. P. Funkhouser, L. A. Michie, J. G. Cannon, W. H. Strother, Major W. G. Repass, Professor W. B. McGilvray, General Daniel Ruggles, E. B. Howle, J. L. Hamilton, H. S. Roller.

ON PERMANENT ORGANIZATION.

Judge G. S. Stevens, C. M. Loutham, Professor W. F. Fox, M. D. Obenshain, J. B. Dalby, T. E. Barksdale, H. N. Fry, Major E. B. Branch, Rev. G. H. Northam, J. T. Taylor.

On motion of Judge Stevens, Hon. R. R. Farr, Superintendent Public Instruction, was unanimously elected permanent President, and George W. Hawxhurst, Secretary Board of Education, permanent Secretary.

Judge Stevens offered the following:

Resolved, That a committee of ten be appointed to prepare and report a constitution and code of by-laws for the government of the Conference.

Adopted.

On motion, the Rules of the House of Delegates, session 1879-80 were adopted, so far as practicable, for the government of this Conference.

On motion of Superintendent Strother, the Conference adjourned till to-morrow, 11 A. M.

MORNING SESSION—*Wednesday, April 16th.*

Conference met pursuant to adjournment. President Farr in the Chair. Opened with prayer by Rev. A. C. Bledsoe.

The Committee on Order of Business presented a programme of exercises for each day as follows:

Wednesday Morning, 16th.—1. Address by Hon. M. A. Newell, secretary Board of Education of Maryland. 2. Followed by discussion of subject—"Rights and Obligations of Public School Teachers under the Law." Opened by Superintendent Henry C. Slaughter. 3. Address by Gen. Eaton, United States Commissioner of Education—"Education and the building of the State." 4. Followed by discussion of subject—"Conflicts between District Trustees and Superintendents. How to be avoided." Opened by Superintendent Gen. Daniel Ruggles. 5. Address by Prof. Noah K. Davis, LL.D., representing the University of Virginia.

Wednesday Night, 16th.—1. Address by Hon. John Eaton, United States Commissioner of Education. 2. Followed by discussion of subject—"School Supervision." Opened by Judge Stevens. 3. Address by Hon. M. A. Newell, secretary Board of Education of Maryland. 4. Followed by discussion of subject—"Duties of School Trustees." Opened by Superintendent Maj. A. G. Pendleton. 5. Illustrated lecture by Prof. George E. Little, of Washington, D. C.

Thursday Morning, 17th.—1. Address by Hon. J. L. M. Curry. Subject: "The Importance of Normal Training for Teachers." 2. Address by Hon. J. G. Cannon. Subject: "Free Text-Books along with Free Education." 3. Followed by discussion of subject—"Text-Books. How Should they be Used?" Opened by Superintendent W. A. Bowles. 4. Address by Prof. W. B. McGilvray. Subject: "County Institutes, their Importance, and the Best Mode of Conducting Them." 5. Followed by discussion of subject: "Institutes required to be held by County and City Superintendents. Do they improve the teacher and generally elevate the Public Free School System, or are they a disadvantage to both? Who is most benefitted by the Institutes, the teacher who attends or the people whose children he teaches? "Ought County Institutes to be abolished, or should the Superintendents do all in their power to make them a success?" Opened by Superintendent Rev. A. P. Funkhouser. 6. Address by Superintendent Gen. Daniel Ruggles. Subject: "Higher Education for Woman—Industrial and Scholastic."

Thursday Night, 17th.—1. Address by Prof. T. N. Conrad. Subject: "Aims and Purposes of the Virginia Agricultural and Mechanical College." 2. Followed by discussion of subject: "Should the standard for professional certificates be raised and made uniform, and an agreement had among the Superintendents at the Conference as to what said standard shall be; and that a teacher holding a professional certificate *may* teach in any of the counties or cities of the State without a re-examination." Opened by Superintendent W. H. Strother. 3. Address by Prof. W. F. Fox. Subject: "Importance and Benefits of Proper School Literature" 4. Followed by discussion of subject—"Examination of Teachers. Of what should it consist, and should it be uniform." Opened by Superintendent C. M. Loutham. 5. Address by Hon. A. W. Harris, representing the "Virginia Normal and Collegiate Institute."

Friday Morning, 18th.—1. Address by Gen. S. C. Armstrong, president Hampton Normal and Collegiate Institute. Subject: "Labor as a Moral Force." 2. Followed by discussion of subject—"The Importance of Grading Schools of one Teacher, and how to do it" Opened by Supt. H. S. Roller. 3. Address by Prof. C. E. Vawter, principal Miller Manual Labor School. Subject: "Aims and Purposes of this Institution." 4. Followed by discussion of subject—"Powers and Duties of School Superintendents, with reference to the proper administration of the School Laws of the State." Opened by Rev. G. W. Dame. 5. Address by Prof. N. B. Webster, of Norfolk. 6. Followed by discussion of Subject—"The Best Arrangements for School-Houses." Opened by Superintendent Rev. G. H. Northam.

Friday Night, 18th.—1. Address by Hon. J. L. M. Curry, Agent Peabody Education Fund. 2. Address by Hon. B. L. Butcher, Superintendent Public Instruction West Virginia. 3. Address by Hon. W. H. Ruffner, Principal State Female Normal School. 4. Illustrated Lecture by Prof. George E. Little.

Saturday 19th.—Discussion of miscellaneous subjects.

Sessions of the Conference.—Morning sessions, 10 A. M. to 2 P. M. Night sessions, 8 P. M.; adjourn at will. First hour each session to be devoted to miscellaneous business. Quiz-box to be opened at close of each morning session and questions referred to H. N. Fry, A. G. Pendleton and Sidney Ruckman, committee. Time for discussion of each subject shall not exceed thirty minutes, and each speaker shall be limited to five minutes, except the opening address which may be allowed more time. On Thursday, 4 P. M., the Conference

will, by invitation, visit in a body the Richmond College, and will assemble in the hall of House of Delegates.

Letters regretting inability to be present at the Conference were read from the Governors of New York, Minnesota, Iowa, Pennsylvania, Indiana and Texas, and State Superintendents of Minnesota, Georgia, Ohio, Missouri, Wisconsin, West Virginia, Montana, California and Nebraska; Hon. George D. Wise and Hon. J. S. Wise, members of Congress from Virginia; Hon. J. P. Wickersham, Hon. T. H. Bicknell, and others.

Superintendents Cannon, Strother, Baker, Garnett and Hamlett were appointed a Committee on Resolutions.

Dr. Dame offered the following resolutions:

Resolved, That the Board of Education be requested to have all the laws governing teachers printed on a card, to be kept hung up in every school-room, adding such explanations under each regulation as will make the teachers' duty plain and leave no cause for failure to understand it; and further, that the said Board be requested to add thereto such other regulations as they in their wisdom may deem advisable.

Resolved, That the Board also be requested to have all the laws governing the District Trustees printed on paper of the proper size to be pasted in the clerk's record-book, and which the clerk shall keep so that the Trustees will always have before them at their meetings the law for their guidance, making such explanation as will make their duty clear, with such additions to them as, in the judgment of the Board, it may deem best.

Resolved, further, That the Board of Education have printed therewith all the regulations in regard to the Superintendents of Schools with which the Trustees may be in any way concerned, so that the respective duties of each may be clearly seen and understood and conflict of authority avoided.

The resolutions were referred to Committee on Resolutions, afterwards reported on favorably, and adopted.

A letter of invitation was received from Rev. C. H. Ryland, librarian of Richmond College, inviting the Conference to visit the new library hall of that College.

On motion of Superintendent Dalby, the invitation was accepted, and Thursday, 4 P. M., designated as the time.

Superintendent Obenshain offered the following:

"Appreciating the deep interest manifested by his Excellency Governor W. E. Cameron in the cause of public education in Virginia,

we, the County and City Superintendents in Conference assembled, desiring to pay our respects to him, do resolve that a committee be appointed by the President to wait upon his Excellency and desire him to fix a time when it may be his pleasure to receive us."

Adopted; and Superintendents Obenshain, Stevens and Dalby were appointed as the committee.

Hon. M. A. Newell, Secretary Board of Education of Maryland, was introduced and declared his delight at being present on behalf of the great effort in educational interest now being made in Virginia. He dwelt at length on systematic training in country schools.

The discussion of the question "Powers and Duties of School Superintendents, with Reference to the Proper Administration of the School Laws," was opened by Superintendent Slaughter, and discussion participated in by a number of other members.

GENERAL JOHN EATON,

United States Commissioner of Education, was then introduced in complimentary language by President Farr, who said that wherever the cause of education was known there General Eaton was heard. He had been with them at the last Conference, and he was again present. General Eaton expressed himself as very deeply interested in the subjects discussed, and regretted that he had to speak rather than to listen. He took up the subject of education, and showed by the manner in which he handled it that he had given it careful study, and was fully its master. He was listened to with great interest and close attention. At the close of his address, the Conference took a recess until 8 o'clock.

NIGHT SESSION.

Conference met at 8 o'clock—President Farr in the chair.

The Committee on Constitution was announced.

Superintendent Garnett, of Richmond, invited the members of the Conference to visit the public schools of Richmond.

Professor Noah K. Davis, of the University of Virginia, delivered a fine address, and was followed by General John Eaton, United States Commissioner of Education.

A letter was read from Professor C. E. Vawter, Principal of the Miller Manual Labor School, regretting enforced absence, and suggesting the following subjects for discussion:

First. Can anything be devised whereby we can have Technical Instruction given in our public schools?

What can be done towards introducing drawing, both mechanical, as preliminary to a good course of Technology?

What can be done towards establishing a school for training by the State?

Of Dr. Dame, the letter was referred to a committee of to-morrow.

One appointed as said committee Rev. G. W. Dame, E. V. S. Holland and H. T. Tucker.

President Roller laid before the Conference the action of the Institute of Augusta county, held at Waynesboro' February, reference to proper grading and classification of studies and age and capacity of pupils.

It was deferred till Friday morning.

President Funkhouser offered the following:

That the Board of Education be requested to place a school law in the hands of every School Trustee in our cities.

The Committee on Resolutions, reported on favorably, and

President Tucker offered the following subject for discussion: "Should superintendents engage in any other business than the discharge of their official duties?"

President Crocker moved to lay the subject on the table.

The subject "Duties of School Trustees" was taken up and opened by President A. G. Pendleton.

An animated discussion of this and the subject of "Legal Education" followed. On motion, adjourned till Thursday

THURSDAY MORNING—April 17th.

The Conference reassembled at 11 o'clock, with President Farr in opening with prayer by Rev. W. B. McGilvray.

Mr. Curry was introduced and delivered an excellent address on the subject of "The Importance of Normal Training for Teachers."

This was followed by Professor Harris, of Richmond College, who presented the "Female Normal School at Farmville."

In conclusion of Professor Harris's address, Superintendent Funkhouser offered the following:

Resolved, That while this Conference fully appreciates the vital importance of normal schools for teachers, and recognizes them as an integral part of our free-school system, yet we deplore the fact that our authorities have made sex a condition of admission to the privileges of the Farmville State Normal School, thereby excluding a large proportion of the teachers of the State from State normal training.

The resolution was referred to the proper committee.

Professor Holmes, of the University of Virginia, next addressed the Conference, and was followed by Hon. M. A. Newell, of Maryland.

Superintendent Loutham offered the following:

Resolved, That General Eaton, Dr. J. L. M. Curry, Professor M. A. Newell, Professor N. K. Davis, Professor Harris, and other gentlemen who may address the Conference, each be requested to furnish a copy of his leading address for publication with the proceedings of the Conference.

Adopted.

A communication was received from the Governor, saying he would be pleased to see the members of the Conference at 1 P. M. to-morrow.

The Conference then adjourned till 8 P. M.

At 4 P. M., according to previous announcement, the members assembled in the Hall of the House of Delegates and proceeded in a body to Richmond College, where an hour was pleasantly spent in the new Library Hall of the College.

NIGHT SESSION—*Thursday*.

Conference met at 8 P. M.; President Farr in the chair.

Superintendent Funkhouser offered the following, which was unanimously adopted:

"Whereas, general intelligence and integrity are the pillars upon which rest the perpetuity of our liberties and the safety of our Government; and whereas this general diffusion of education can only be obtained by governmental aid and through the use of public funds in a great free school system; therefore, be it

Resolved, 1. That the County and City Superintendents and Principals of High Schools of the State of Virginia, in Conference assembled, greatly rejoice at the passage of the Blair educational bill by the United States Senate, appropriating more than \$75,000,000 to the States for the purpose of free school education on the basis of illiteracy, thereby placing school facilities in the reach of every child of

health, lengthening the school term and increasing the
so that the great work of child-culture may be made
other than a stepping-stone to other employment or the
ing the pittance of a livelihood resulting in the gen-
d improvement of the whole school work.

a slight token of appreciation of the untiring zeal with
Blair, the patron of the bill, carried it successfully
enate, an engrossed copy of these resolutions, signed
nt and Secretary, be forwarded to Senator Blair at
O. C.

earnestly urge upon our representatives in Congress
age of the bill by the House of Representatives, so that
advantages may at once be realized. And we earn-
request that each and every one of our representatives
personal endeavors to secure the favorable consideration

copy of the resolutions be spread upon the minutes,
sed copy sent to each of the Virginia representatives

ent Cannon addressed the Conference—subject, "Free
ong with Free Education." He was followed by Prof.
ay—subject, "Teachers' Institutes."

ggles, of Fredericksburg, next spoke, taking for his
er Education for Woman, Industrial and Scholastic."

Harris, representing the Normal and Collegiate Insti-
essed the Conference.

Dame, from committee on letter of Prof. C. E. Vaw-
ollowing report thereon:

mittee, to whom was referred the letter of Prof. Vawter,
Manual Labor School, have given to its subjects such
as our time and opportunity would allow, and respect-
ollowing report:

ully agree with Prof. V. as to the importance of having
action given in our public schools, and would be glad
g taught as a part of the school education, yet we do
people or the education of our present teachers will
The Agricultural and Mechanical College and the Mil-
bor School and other kindred institutions must put
unity vastly greater numbers of qualified teachers be-
ope to make much advance in that direction. We
would be a great blessing if all our children could be
ciples and practice of a truth as a means of making

them more independent and more useful, and at our Manual Labor Schools we would require an equal proficiency in the science of agriculture or some branch of mechanics as we do in the literary department for their graduation. But we do not believe the people are prepared to demand or properly to appreciate such a course.

"While therefore we do not feel prepared to recommend the adoption of the course recommended by Prof. Vawter at the present time, we respectfully suggest that the letter be published in our proceedings, so that the members of the Conference may give to the subjects therein brought before us that thought and reflection which they richly deserve, and be prepared at our next meeting to have the matters thoroughly ventilated and then be ready to favor or oppose legislative action."

Adopted.

The President brought before the Conference the subject of location of Summer Institutes, and stated that through the liberality of Dr. Curry, agent of the Peabody Education Fund, they would be enabled to hold three institutes during the Summer, two for white teachers and one for colored, and desired that the Conference should select the places after hearing from the advocates of the different points as to the facilities and advantages each might offer.

From the Southwest the claims of Marion were presented by Superintendent Pendleton, and those of Wytheville by Superintendent Repass. The Conference then took a vote, and the roll being called, resulted: Marion, 18; Wytheville, 24. So Wytheville was declared selected.

For the other white institute, Superintendent Funkhouser presented the claims of Harrisonburg, and on motion of Superintendent Pendleton, Harrisonburg was unanimously selected.

For the colored institute, Farmville was unanimously selected.

The Conference then adjourned to 10 A. M. Friday.

FRIDAY—*April 18th.*

Conference met at 10 A. M.; President Farr in the chair.

Opened with prayer by Rev. J. William Jones.

On motion of Superintendent Funkhouser, the President was directed to appoint a committee of five to nominate a Vice-President for each Congressional District.

The following were appointed under the motion: Dr. J. L. M. Curry, Rev. A. P. Funkhouser, A. A. McDonald, Judge George S. Stevens, and C. M. Loutham.

ent Roller offered the following:

that the Board of Education be requested to incorporate
as a provision to the effect that Saturday shall never be
ers as a school day unless by special permission from
dents.

committee, reported on favorably, and adopted.

ent Funkhouser offered the following, which was
unanimous vote, viz.:

act of the last Legislature the law authorizing the
ducation to encourage meetings of teachers was so
destroy the effective power of such meetings; there-

that it is the firm conviction of the Superintendents of
t "Teachers' Institutes" are the most available and
of help and inspiration to the public school teachers of

that we regret that any obstacles have been placed in
veloping our institutes into the great educational forces
ould properly be made.

that we believe that the duty placed upon us by statute,
romote the improvement and efficiency of teachers by
d proper methods," is best discharged by the holding
institutes.

that we will endeavor to hold them more frequently, and
fter than ever.

s read from Hon. T. W. Bicknell, president of the
ational Association, in regard to the annual meeting of
on to be held in Madison, Wisconsin, commencing

Curry, by request of President Farr, explained the
Association and the meeting, and urged interest in the
urt of Superintendents.

ent McDonald, by request of the president of the
stian Temperance Union of Richmond, offered the fol-

that in the opinion of this Conference it would be wise
for the Board of Education to place among the text-
e in the public schools of this State a text-book
Its Nature and Effects Upon the Human System."

armstrong, principal of the Hampton Normal and Col-

legiate Institute, addressed the Conference on the subject of this school.

State Superintendent Farr then addressed the Conference on the subject of "Census of Teachers" and "Examination Questions."

The Conference, in a body, at 1 P. M., repaired to the Executive mansion and paid their respects to his Excellency, Governor Wm. E. Cameron; after which a recess was taken until 4 o'clock.

AFTERNOON SESSION—4 P. M.

Called to order by President Farr.

This session was mainly devoted to the discussion of various subjects of importance relating to the duties of Superintendents, and was of a most interesting character.

The Conference then proceeded to ballot on the time for the next annual session of the body. Several dates were suggested, and on second ballot the second Tuesday in February, 8 P. M., was selected.

The Committee on Constitution and By-Laws were instructed to report in full at next session.

NIGHT SESSION—*Friday, April 19th.*

Conference met at 8 P. M.; President Farr in the chair.

Prof. T. N. Conrad, President of Virginia Agricultural and Mechanical College, was introduced, and delivered an excellent address on the aims and purposes of that College.

Prof. N. B. Webster, of Norfolk, also delivered an interesting address.

Prof. W. F. Fox, Principal of the Richmond High School and editor of the EDUCATIONAL JOURNAL, then addressed the Conference on the subject of the "Importance and Benefits of Proper School Literature."

Superintendent C. M. Loutham offered the following resolutions which were adopted by a unanimous rising vote:

"Whereas in the discharge of our official duties we have always had the active sympathy and earnest co-operation of Hon. R. R. Farr, State Superintendent of Public Instruction; and whereas in all matters involving the interests of the public schools of the Commonwealth we have ever found him striving to achieve the best results with the means at his command; and whereas from the relation which we, as humble workers in the cause, sustain to him as the head of the educational system of Virginia, have been fully acquainted

in every detail of our great work, investing the same active energies of his mind and the greatest sympathies therefore,

That it is the sense of this Conference that we have R. Farr an able, earnest and efficient officer, and one whose faith by his works, has, with unyielding energy, the powers of administration to the great task of building up common school education in Virginia.

Thereby tender to him our unreserved thanks, expressing that he may long live to illustrate his devotion to our faithful, sensible and impartial manner in which he has the affairs of his great trust.

extend to him our thanks for courtesies extended during the present session of the Conference, and assure him that our recollections of the same will be those that point to the part on his part to give to us the benefits derived from his experience.

shall retire from the deliberations of this Conference with new zeal for the cause of public education, whose chief aim is that, in all the operations of the work, whilst it is demanded it will be our pleasure to obey."

Those who were nominated vice presidents submitted their report and the nominations were ratified by vote of the Conference.

William Broun; Second District, Maj. R. G. Banks; Dr. J. L. M. Curry; Fourth District, J. E. Perkinson; Maj. J. A. Taylor; Sixth District, Prof. T. N. Conrad; Dr. L. A. Michie; Eighth District, W. H. Strother; Maj. A. G. Pendleton; Tenth District, H. S. Roller.

Again entertained the Conference by some interesting exercises.

The Conference tendered a vote of thanks to Prof. Little for his services in the work of the Conference, and the pleasant manner in which he had entertained the members and visitors.

A vote of thanks was also unanimously tendered to Dr. J. L. M. Little for his manifest interest in the sessions and valuable assistance in making the meeting pleasant and profitable.

The Conference, secretary, sergeant-at-arms and porter were also tendered thanks for the courtesies, as well as the various railroads and hotels. The Conference adjourned at 11:30 P. M. to second Tuesday in

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IN PREPARATION:

CONNECTICUT. By Alexander Johnston, author of a "Handbook of American Politics."

KENTUCKY. By Professor N. S. Shaler, Harvard University, recently Director of the Kentucky State Survey.

PENNSYLVANIA. By Hon. Wayne MacVeagh, late Attorney-General of the United States.

KANSAS. By Leverett W. Spring, Professor of English Literature in the University of Kansas.

MARYLAND. By William Hand Browne, Associate of Johns Hopkins University.

TENNESSEE. By James Phelan, Ph. D. (Leipsic).

CALIFORNIA. By Josiah Royce, recently Instructor in English Literature in the University of California; now Instructor of Philosophy in Harvard University.

SOUTH CAROLINA. By Hon. William H. Trescott, ex-Assistant Secretary of State; author of "The Diplomacy of the American Revolution."

And others to be announced hereafter.

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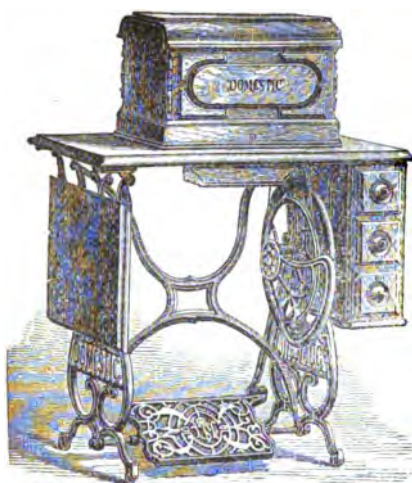
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THE ional Journal of Virginia.

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No. 5.

Examinations.

educational topic more needs thorough discussion, for of teachers and public. Some of the more important are set down, first observing, however, that the man who is likely to vindicate examinations for lower-grade schools is one who makes concessions and ends with qualifications.

It is a very easy matter to create and to carry on a system of examinations which is thoroughly vicious. Examinations may be too severe; they may be too frequent; they may be so put before the child as to exhaust his power of mind which led a seven-year-old girl, who had been in school, to say, mournfully, "I'm afraid I sha'n't pass!" It is to be said that any one of these causes, much more if combined, will produce results injurious to both body

and mind. It can be denied that what may be done has been done. It is not going too far to say such has been the tendency for a long time. My opinion is, however, that the trouble has been in the frequency of the examinations, and in the manner in which they have been conducted, than in the severity of the tests themselves. Teachers, as well as parents, have too often forgotten that the constant, growth in knowledge and in power is educational. They have often assumed that cramming and forcing are educational. As a consequence, have unduly emphasized the mechanical details of examinations, percents and promotion sheets. I speak in the present tense; perhaps I should use the past tense, and say that things "were," rather than it "has been." There is now a general recoil from the rigor of the mechanical system. It does not exist for the sake of the teachers and the schools; it is not the end of life. Teachers and schools, apparatus and methods are means; they are *for* children; and when they cease to serve their purpose, there is need of educational reform. A mistake in means and ends is fatal; the teacher who, losing his bearings,

sails by objects on the land rather than by the stars, is lost. Happily, many teachers, and a portion of the public, have come to see that the policy of expansion and stimulation has been carried to an excess, and have called a halt. Monthly examinations—frequent halts to turn the minds of children inside out—are now scarcely defended in any quarter. The argument is that a child cannot be kept in an electric bath. Hence it should be said that the current objections to examinations are objections to abuses.

But while examinations are open to serious abuses, and have been abused, they still have their uses and their place. It is too much to say that they are indispensable; but almost any word short of "indispensable" may be properly employed. These are some of the arguments in their favor:—

1. Examinations stimulate pupils. Much of the current criticism of schools assumes that children do not need excitation and discipline, but that their natural love of nature and inquiry are, or can be made, sufficiently strong motive forces. A great many pleasant things are said of children under this head, and things that are in great part true. Sometimes the teacher is told to find stimulus in the child's mind and in the study; he is also told to please the pupil,—to lead him, and not drive him, onward. These are invaluable admonitions. To have discovered them,—at least to have placed new emphasis upon them,—is the glory of modern education. But, after all, there are other facts of child-nature to be taken into the account in considering this subject. The child cannot be carried through a course of thorough studies, even in the grammar-school sense, and the child think it all pleasure and amusement. There is much work to be done that is dry and irksome. The majority of children do not of themselves take to books and to studies in any such sense as will make them scholars, simply from their own bent. Almost all children love nature and pictures, and take to children's books; but this native momentum will carry few children through school. The fact is, the moment discipline (I use the word in a wide sense), is gone from a school-room, study is gone. There must be set lessons, definite requirements and fixed recitations (which are times of reckoning). As far as possible, the good teacher will prevent studies from becoming tasks and drudgery, but he will not leave children to understand that pursuing them depends wholly upon their pleasure. Education is not one of the amusements. If, then, there must be stimulus found outside of love of study and the ends of study, where shall we find it? Where can it be more legitimately sought than the love of success and the

This love and this fear are powerful motive forces, planted there by God; and they may, within due measure, be used in education as well as in other things. Guard against abuse as best we may, some harm will, no doubt, be done; but the reply is the old one,—it is impossible to prevent agencies that will not, or may not, work injury. In this case, the evil is more than counterweighted.

Examinations can be made a valuable part of instruction. Repetition of studies, and pupils should be tested in what

In principle the examination does not differ from a monthly review. It serves a good purpose in causing the teacher to go again over the field that he has tilled; in bringing to his knowledge of a given subject, or of a division thereof; and in showing to himself and to his teacher, the defects in his teaching. Something may fairly be claimed in the very field that has been wholly appropriated. The child must be trained to meet the test. He must learn to control his nervous and emotional nature. His will must be strengthened: and this cannot be done without practice. Perhaps the answer is, "Do all these things when less is required of them;" but this is the reply: "They are things that must be done save when something important does depend upon them. There have been, and still are; but, commonly, the child is expected to have a certain compensation.

Examinations are made, or are supposed to be made, on the basis of knowledge, and the examination is one test of knowledge. Here come the questions: "Does not the teacher know what he is testing for? And if he does, why subject the child to

Parker, in his "Talk" on examinations, starts out resolutely, attempting to sweep examinations wholly away. In his first sentence he states the greatest obstacle in the way of real teaching to-day is the standard of knowledge. But the reader soon discovers that what the Colonel means is this: Examinations are conducted by wrong methods, and are used for wrong purposes. He objects to "disconnected questions," but says: "Examinations should test the progress of mind in its development." "The only just way to find out what the teacher has taught, and her manner and method of teaching, is to have her make a report. In fact he approves of three kinds of examinations: the superintending, to ascertain whether the principals under his charge have sufficient knowledge to organize, supervise and teach a large school; the testing, to test the teaching power of his teachers; and the growth, to "test the mental growth of her pupils."—"Talks on Teach-

a needless strain?" The strain, duly limited, is not needless,—it has other uses; but here we will assume that promotions are its only defence. The reply to the questions is found in these three facts: (1) The teacher cannot always be intrusted with so important and delicate a matter as promotions. Unfortunately some teachers have not the requisite judgment and freedom from bias. (2) Even if the teacher had in abundance all the mental and moral qualities required, it would hardly be safe to leave promotions wholly with him. As it is, no complaint against the teacher is commoner than that he is unjust and partial. "He has favorites," it is said. While I do not admit that the charge, in general, is just, it is made, and must be kept in mind in conducting schools. Now most parents, even though disappointed and irate, will absolve the teacher from blame for the pupil's failure when they see, in writing, the result of an examination expressly made to test the pupil's knowledge; but the amount of criticism that some of them would heap upon teachers, if teachers made the promotion without examinations, would not be pleasant to hear or to see. In self-defence, the teacher would be compelled to fall back upon marks of daily recitations; and this would not be a sufficient refuge, to say nothing of the evils of a technical marking system. (3) A system of schools requires a degree of uniformity,—a *certain*, not a fixed or mechanical, degree; and a uniform course of study, supported by stated examinations on the same questions, seems essential to the end. However, I must not dismiss this subject until I have distinctly declared that promotions should not depend wholly upon examinations. The teacher's judgment, based upon daily observation, should be one element in answering the question, "Shall the child pass?" His examination-paper is not always a just measure of the pupil's ability; it is sometimes better and sometimes worse than his school work. Hence, the teacher's judgment, to a degree, should be consulted. The two are necessary complements. The examination checks the "recommended list," and the list checks the examination. The list will in most cases save the deserving pupils who have fared hardly in the examination, and the examination will be a bulwark about the teacher, protecting him against those who complain of unfairness and personal bias.

4. The examination is not only a test of the pupil, but, through the pupil, also of the teacher. "What teachers are competent?" is a very important question. As respects instruction, the examination of the pupil tests the teacher's ability; the pupil's knowledge is a measure of the teacher's power. It may be asked, Cannot the super-

the fact in question? He could in time, provided he visits frequently enough; but the supervising force is rarely adequate to do the work. Then it should be that while some teachers always do their best in the presence, others do their worst. Teachers who appear advantage to the occasional visitor, sometimes appear to be in the examination of their classes; and *vice versa*.

The objections to examinations, perhaps I should have mention of the connection between them and the high pressure. This connection is a fact. But this, like the objection considered, is not inherent in the nature of things. They are not inseparable from high pressure. At most, the result is a tendency that may be successfully resisted by energy and firmness. These directions, faithfully followed, will remove the trouble,—(1) The work of the pupil shall be such that the test shall be a fair one, and shall not come too soon; the teacher shall manage the examination with due discretion. The source of the trouble is found in the teacher's own mind. He "crams;" he talks "examination" and "passing;"

gives him an air of nervousness and excitement, that the result is as an infection. The result may be easily forecasted. In the teacher is often beset by pupils and by parents, on the one hand; possibly, also, by the superintendent upon the other. The official head of the schools is full of false ideas; if he insists upon his "system,"—the teachers will be apt to take their

In justice to the superintendent, it should be added that he has not always sufficient time to see what his teachers are doing. He is compelled to depend, in a degree, upon formal

The changes of examinations will not be equally great in all schools. In no-system schools of an earlier day the rudimentary work and grading were mainly the result of natural selection. The tests to assist promotions and to test teachers were little more than formalities. They are not now so important in villages and towns as in cities. The classification and grading, while sometimes tyrannical, are not so. Nor can they be left to spontaneous forces, but must be controlled by the judgment of teachers and supervisors.—*Winsdale,—Schools and Studies.*

Working by Rules.

I am glad to learn that the *rule* for dividing a trapezoid, as published in the JOURNAL for February, was intended for a practical rule for carpenters rather than for the solution of the accompanying problem as a school exercise. I was about to write an article for the JOURNAL on the too common method of solving problems by *rules* instead of *reasons*, when the "Plank Problem" met my eye. Seeing at glance that there was an error somewhere of nearly a square inch in the sum of the two halves, I attributed it to the rule, relying on the known accuracy of the computer for correct work.

The rule is right, and the mistake was in the work. If, however, the reasons for the rule are so obscure as to make enquiry for the proper in the JOURNAL, there is a "better way" to solve the problem as a school-room exercise. Before stating the method I prefer, I wish to disclaim any but the most respectful reference to Principals Pendleton, whose mathematical abilities are well known to the readers of the JOURNAL. His solutions in the April number are excellent.

The reader will bear in mind that the advantages claimed for the analytical solution are for their educational value as mental exercises. In the shop or lumber yard, the positive rule, the tables of a "Ready Reckoner," or the slide-rule might be better.

The *truths* that the areas of similar figures are as the squares of their similar sides and that the area of a triangle is expressed by the product of the base by half the altitude, are not *rules*.

Problem. To find the length of a line parallel to the base of a trapezoid that shall divide the figure into two equal trapezoids.

The *question* proposed was to so divide a plank, 12 inches wide at one end, 18 inches at the other, and 12 feet long.

Solution. (1). The average width of the plank is 15 inches.

(2). The area of the plank is the product of the length by the width, or 15 square feet, and half the area is $7\frac{1}{2}$ square feet.

(3). If the edges of the tapering plank are produced till they meet, they will form the sides of a triangle having for its base the wide end of the plank. The altitude of this triangle will be 36 feet because the sides, which are three half feet apart at the base, taper one half foot in a length of 12 feet, and hence will taper three half feet in a length of three times 12 feet. The area of a triangle having a base of a foot and a half and an altitude of 36 feet, is 27 square feet.

se $7\frac{1}{2}$ square feet, half the area of the plank, to be the triangle of 27 feet, a triangle will remain of $19\frac{1}{2}$ square feet. Hence we have two similar triangles whose areas are 27 square feet, and the base of the larger is a foot and a

reas of these triangles are as the squares of their bases, of the smaller is the line required by the question. proportion $27:19.5::2.25$ (square of base): Answer 1.625. The square root of 1.625 is 1.27475 (nearly). Steiner's rule gives the same result. The "better way" is the way for the learner to comprehend. The *rule* may be said to depend on rules to solve problems in a text-book the educational advantages they were intended to afford. We are advised to "sing with the understanding also," we are not to advise to solve problems with the understanding. Teachers know that ready-made rules tell *what* and *how* rather than *why*.

The way of solving the problems in the April JOURNAL is the first, but it is not the usual way. The problems

ing a lead pipe of one inch external diameter and one-half inch thick, can be made from a solid sphere of lead one foot in diameter? No allowance to be made for waste or change of

ing a wire .01 of an inch in diameter can be made from a solid sphere of lead as above named?

If necessary, for the learner to engage in the business of solving these questions, should include the following *truths*: (a). Any cylinder is two-thirds of a circumscribing cylinder. (b). Lengths of cylinders of equal volume are inversely as the squares of their diam-

Give the problems thus:

A cylinder of one foot diameter is equivalent to a cylinder of the same diameter and two-thirds of a foot long, or to a cylinder one foot in diameter and 144 times two-thirds of a foot long, which is 96 feet long. The question requires the length of a pipe or hollow cylinder of one-half an inch in diameter. The section of the bore is one-fourth the area of the cylinder an inch in diameter, and hence the length of the pipe will be four times the length of the solid cylinder. A pipe 128 feet long is equivalent in volume to a

solid cylinder 96 feet long (of the diameters named), or to a sphere one foot in diameter. The cylinder 96 feet long and one inch in diameter, is equivalent to a wire having a diameter of one-hundredth of an inch and a length of 100 times 100 times 96 feet, or 960,000 feet.

It has long been the practice in the best schools and colleges for students to spend years in the study of Geometry, and to demonstrate the propositions which constitute the basis of practical calculations in navigation, surveying, engineering, &c. This is right and proper, but it is not wise for students to neglect to use the truths established by demonstration and to use in their stead rules or formulas that are in any way obscure.

Mr. Pendleton's ingenious solutions in the April JOURNAL show that there is no danger of his pupils becoming "rule-bound," but observation shows that rule-bound workers are not extinct.

N. B. WEBSTER.

Norfolk, Va.

Suggestions to Teachers of History.

By MARGARET COMPTON, *State Normal School, Edinboro.*

Reconcile yourself in the outset to the fact that the brightest pupil, under the best teacher, can learn, so as to retain, but a small fraction of the vast accumulation of names, dates and facts which constitute the framework of history. It is better to seize a little and hold it rather than grasp at much and let all escape.

Before beginning the study of any epoch, therefore, select carefully three or four leading events, the dates of which you will require your pupils to remember accurately. As these are introduced in successive lessons, explain their importance, showing that the other incidents group themselves about these naturally. Review daily as many of these points as have been previously learned, varying the manner of presenting them frequently. For example, they may be assigned as topics for oral or written recitation, either to particular pupils or to the class. Questions may be framed to draw from the class the desired facts. The teacher may give dates, requiring the pupil to supply the corresponding facts promptly, or *vice versa*.

After the class has completed an epoch, require the pupils to outline it, giving the dates of the selected events only, arranging the others in proper sequence. Whenever this epoch is properly re-

st on the omission of all dates but those designated. For this is, that the few dates you wish to impress upon l not stand up conspicuously, however often repeated, if epeated equally often. As shadows are necessary to bring ts in a picture, so nothing but the judicious suppression rtant details will insure a proper degree of attention to

nts in their relation to each other. Help your pupils to istory is a growth; that though the laws of its develop- mperfectly known, they are as certain in their action as material world. Make clear to them the difference be- ry and a mere collection of historical facts, arranged ally. Disabuse their minds of the idea that a vast store a no knowledge of their connection, is a valuable mental

in them a habit of tracing effects to their causes, and of sults from known conditions. Lead them to expect a ry *what*. Call for a statement of the probable conse- actions or events under consideration, before the actual e been learned, and then compare the suppositions with When these disagree, seek for the errors of judgment on the difference. By thus inducing them to reflect on dy, you prepare your pupils to make practical use of edge in future in discharge of their duties as citizens— ject of introducing the study of history into the public

e a search of whatever papers and books are accessible al information on any topics studied. Have the results class, always accompanied by a statement of the source. ur pupils with a curiosity that will lead to much ques- on their part. Do not answer questions at once always. ass to places where an answer may be found, if the sub- portance and information within their reach. If, as will appen, questions arise as to which neither you nor your once find an answer, note them down, and read over the ally. If these questions are written neatly on the margin ooks opposite the topics which suggested them, and the h the place where found, also recorded with them as sible, it will serve to keep the question fresh in the stu- while yet unanswered, and will increase the value of the or reference afterward.

Take a good newspaper and use it frequently in class. Require your pupils to keep themselves posted on current events. Connect these, whenever possible, with facts they have learned in their lessons. For example, the Civil Service Reform Bill, now before Congress, suggests the opening of Jackson's administration. One recommendation in President Arthur's message recalls the Joint Electoral Commission. Anniversary celebrations of historical events furnish fine opportunities for lively history lessons.

Make the class familiar with the officers of the General Government and their duties.

Aim to instil in their minds a just pride in our country's present position and future possibilities, and a true sense of what constitutes national honor or national shame.

Make a point of acquainting your pupils, in the course of instruction, with the names of a few really excellent histories and biographies, which it shall be their ambition to read and possess.

Estimate your success by the promise your pupils give of being thoughtful and interested readers of history after you leave them rather than by the percentage of correct answers in a difficult examination at the close of the term.—*Louisiana Journal of Education*

School Government.

The maxim that "the best government is that which governs least" applies to the little communities of our schools as well as to the large communities of nations. Our best governed schools are those whose time is so wholly occupied by attention to varied and interesting school work that there is no thought of "governing" or "being governed."

The fundamental principle, that the activities of child nature must be turned into constant, engrossing and varied work, or they will develop into restlessness and disorder, is becoming more and more widely recognized every year. When this principle is universally understood and conformed to there will be little trouble in school government.—*C. W. Cole.*

The best discipline is not found in schools where the rod is most freely used. It is a rule, with few if any exceptions, that the necessity for the use of the rod diminishes with the increase of skill and power on the part of the teacher. And yet I think it must be admitted that we cannot entirely dispense with the rod. Better secure

the use of the rod than not to secure it: and the skill and necessary to control, without resort to force, the ungoverned children of many homes cannot be expected from the limited experience of many that must be employed in schools. Nor is it certain that the most experienced and capable will never find cases which can be treated in no other way than by judicious use of the rod. The teacher, however, who makes this the ordinary resort, the chief dependence, will inevitably govern well. The chief power must proceed from the teacher himself. There must be the going out of virtue from his own

High moral sentiment cannot be begotten in pupils by a teacher who is himself devoid of moral fervor. And even though the integrity of character and uprightness of purpose, there may be many traits of character and habits of life utterly incompatible with success in governing. If there is a want of thorough self-discipline—self-subjugation; if through ill health, disappointment, or otherwise, there is a disposition to look on the dark side, to magnify the faults of pupils, viewing them as personal insults, as offences against the authority and dignity of the teacher rather than against right and right, there will be abundant opportunity for the exercise of discipline—discipline, too, which will be fruitful in kind.

It is not always the best disciplinarian who secures the highest order in the school-room. That discipline is best which consists in securing self-discipline, which does most to make the pupils capable of governing themselves.—*Samuel Findley.*

The internal government of a school is essentially an autocracy. The teacher's own inner life and character is the source of power; he can exert power which he does not possess. It becomes the duty of a teacher to develop in himself the strongest and best character. The power to control children well is largely the result of personal presence, and this is an outgrowth of character which comes with ripening culture and experience. The teacher who is at once affectionate and dignified, and is economical of his power, enters a school-room with the odds in his favor.

There is little which can be done to help a teacher who lacks in power. No one can learn from another the secret of successful school government. Whatever attainment is made must be gained out mainly in the secret laboratory of each individual

The necessity of every good school, and one of its highest qualities, is a judicious discipline. The ability to govern a school

wisely and well, without the waste of valuable time, and without resorting often to corporal punishment, is one of the rarest and most valued qualifications of a teacher. The highest literary attainments will be of little avail without it. There are more failures from incompetency in discipline than from all other causes.

While rightful authority should always be maintained, and should be respected by prompt and cheerful obedience, it should never be forgotten that children have rights which should never be infringed. They should be subject to no more restraint than is necessary to maintain good order, and to secure the successful working of the school. That kind of petty tyranny in the school-room that would inflict pains and penalties for the infraction of needless and arbitrary rules, and that does not distinguish between willful and obstinate resistance of authority and mere childish thoughtlessness, cannot be too strongly condemned.—*D. Leach*

We should not over-govern, we should never multiply commands, nor needlessly repeat one. Our governing force should be regarded by us as a bank reserve, on which we should be afraid to draw too often, because it may become exhausted. Every good ruler economizes power, and never puts it all forth at once. Children should feel, when they see us exercising authority, that there is a great reserve of unusual strength and resolution behind, which they can neither see nor measure. It is not the visible exercise of power which impresses children most, but the unseen, which affects the imagination, and to which they can assign no limits. And this is most fully felt when the manner of putting forth strength is habitually calm and quiet, when you abstain from giving commands in regard to things which are indifferent, and where such commands as you give are few and short. "Even a grown man," says Richter, "whom some one should follow all day long with movable pulpit and stool of confession, from which to hurl sermons and anathemas, could never attain any real activity and moral freedom. How much less then a weak child, who at every step in life must be entangled with a 'stop,' 'run,' 'be quiet,' 'do this,' 'do that'? Your watch stops while you wind it up, and you everlastingly wind up children and never let them go." We have not to think of a scholar merely as material put into our hands to mold and manipulate, but rather as a responsible human being whom we are so to help that as soon as possible he may regulate his own life and be a law unto himself. Keep clearly in view your own responsibilities, but the less display you make of your disciplinary apparatus, and the more freedom you can leave to the pupil,

Reduce as far as possible the number of formal rules; so that the perfection of government is to effect the maximum with the minimum of visible machinery.—*J. G. Fitch.*

A noted French writer on education, says that "a teacher governs by ideas, but by the exercise of a firm and constant will is a truth worth considering by all teachers. No man or woman has succeeded in governing a school or family successfully without a will which was not only firm, but fixed in its purpose and constantly in exercise.

We are to recognize the value of the word *constant*, in this connection. We think, the cause of the failure of many a teacher is that he governs fairly, but for some cause, physical, mental or moral, the exercise of their will power becomes an intermittent

When they come into the school-room fully charged with the force and energy; the next, the connection with their moral power seems to be broken. The teacher makes no effort to hold to the standard of discipline when in this state; children get out of hand again and again, and he seems not to see, or seeing, not to

The discipline of several days to come is made difficult by the indulgence once permitted.

A teacher should use a steady, even, regular and uniform control. The exercise of a constant controlling power like this has such great value that it is felt even when the teacher is not present. It is felt on the playground as well as the school-room, and goes with the teacher when he goes to their homes, and is felt about the most turbulent child. It may give the young minds an impress for good that will last through time and through eternity.—*American Education.*

The Teacher and the Parent.

It is more essential to securing the best results in public schools than in a good understanding between the teacher and the parent. If possible, this should embrace both of the great interests of the child, discipline and instruction. To secure this good understanding, both the teacher and the parent have important duties to perform. Here attention is called only to the teacher's duties, and to a single one.

The teacher should, from time to time, inform the parent of the

work and progress of the pupil. This is all important when said work and progress are not what they should be. The rules made by the Board of Education require the teacher to give information of absence, tardiness, etc., and the teacher should, of her own motion and without a formal rule or direct instruction, furnish information of habitual indolence, indifference and neglect of study on the part of the pupil. If the teacher discovers such indolence or indifference she will earnestly strive to correct it. If her effort is successful, well and good. But if unsuccessful, she should, in a courteous and kind way, lay the facts before the parent, with a request for the parent's co-operation. She may not, in all cases, receive such co-operation as she may, sometimes, receive something very different; but no matter what she receives, she will have performed her duty. In a large number of cases she cannot fail, however, to receive both the co-operation and the thanks of the child's parents.

It is common for parents to express surprise at the failure of their children to secure promotion. Sometimes the teachers themselves are surprised at the same result. But the following is a common experience at the superintendent's office:—A parent calls to inquire why his child has not been promoted. The promotion sheet is hunted up, the low standing on examination given, and the case closed with stating and explaining the fact that the pupil is on the non-recommended list. The parent expresses surprise at finding that his child is at, or near, the foot of the class, and charges the teacher with unfaithfulness. "If the teacher had only let me know such was the case, I could have remedied it" is the reply. The teacher may be able to explain in some cases, that she had sent information which was not delivered; or that information was sent which was not kindly received; and these explanations may be perfectly correct. But there are cases in which teachers do not take the pains that they should to secure the parent's co-operation. The teacher has a duty to perform to the pupil and to the pupil's parents, and in this duty she is morally bound to perform, even at the risk of communicating information that may not be received in the spirit in which it is tendered. It is very true that some parents are very sensitive to unfavorable news about their children, that some have a misconception of their duties and relations to teachers, supposing that teachers are to do everything and they nothing; it is even true that stronger language can be used of some parents; but as the superintendent is here addressing teachers and not parents, he does not enlarge upon these topics. It is easy to say that parents should see

on such matters. The fact is, many do not and will not
 chers must do their duty no matter how remiss parents
 e remarks will not be constructed as meaning that none
 described is now done, much of it is done. The remarks
 r those that need them.—*Cleveland School Bulletin.*

Repressing Badness.

By C. V. OLIN.

no getting over the fact that there are a great many bad
 e schools. In some they are in the majority, and this
 ry hard for the teacher to preserve order, and if he cannot
 y will not make progress. I have learned three things that
 f much service to me in dealing with bad boys: *First*,
 ways capable of learning—in fact, they are really the
 of the school. *Second*, they are capable of being made
 good boys; I will not say they can be made as clean and
 ey had never been tarnished. *Third*, they need a firm
 treatment; the ordinary boy may be fed with "taffy,"
 now too much.

suspicion. The bad boy knows he is bad, thinks you
 of it, and keeps away, so there is quite a space between
 n. When you see a boy keep away from you, draw him
 let him know that you depend on him to perform certain
 as much as the good boys. If you think he is bad, tell
 and out; he will feel better and do better.

not pick at boys who fail to come up to your standard.
 are, at your tricks again," will not cure a boy who is
 hair of his neighbor; it may stop him just then, but you
 more than that.

plenty of work. The cure for almost all badness is work,
 boy that has been despaired of, has been reclaimed by
 a into a shop. Hence the crying need of industrial em-
 n the schools; but as these cannot be had, the teacher
 the class-work fill the gap.

our boys to work with you. I have two societies in a class
 e boys, one literary and one political. Each has its Pres-
 other officers; each meets weekly; each has committees
 Besides these I have committees on order, on improve-

ment, on manners, on visitors, and six assistants; all these are chosen by ballot each week. There is a Secretary and Treasurer besides. All these make reports which are written in books.

Now for the aid these committees can give. I had two boys who were execrably bad. I brought the matter before the Committee of Order, which consisted of five boys; that committee reported a resolution condemning their conduct; the boys laughed; the school pressed the resolution; the boys laughed again. I said that the worst people liked the approval of their own companions, and asked the question: "Are you not doing worse than you think?" The other scholars now let them severely alone at recess, before and after school. This produced a decided effort to reform. Of course I was at work all the time myself, but I had the school at my back. In fact, I think that the scholars may powerfully aid in repressing badness.

5. *Keep a good, bright lookout.* Badness is evidenced by small things, and these must be watched for. Vile words, lying, cheating, laziness, etc., must be attended to perpetually.

6. *Cultivate manliness.* "That is unmanly," will fetch many a boy down; yes, even when "that is bad" won't touch him. Boys are men; to wear tall hats, carry canes, smoke tobacco, is, they think, manly. Try and have them imitate the virtues, not the vices of men.—*Exchange.*

The Spelling-Book.

"Words give wings to thought."

Is the spelling-book losing ground?—It is said that nineteen twentieths of those examined for the Public Service under the competitive system in England fail in spelling. Those placed in government in control of educational affairs, report, "Spelling is not what it ought to be. Text-books should be used for this subject." "What we want is to *teach* spelling, and not merely to practice spelling." A spelling-book revival in England seems to be the result.

In the foremost educational center of our own country, the experiment of teaching spelling without the aid of a special text-book has been tried, with results so far from satisfactory that the spelling-book has been restored. Wherever the subject of spelling has been more seriously considered, a strong reaction in favor of a suitable text-book, is evident.

substitute for the spelling-book?—In the lower primary work of copying words and sentences from the black-writing exercises in connection with “oral language-lessons” is undoubtedly far more profitable than conning the “primary” constructed.

In the advanced grades, copying from the reading-book, compositions, and making abstracts of daily lessons in history, etc., afford good practice in spelling; but will the average teacher, without sacrifice of the time belonging to the matter of the “lessons in geography, history, etc.,” exercise unremitting vigilance in criticism, correction and re-correcting which is necessary to make these “abstracts” in any way substitute for daily exercises in the spelling, pronunciation of short lists of judiciously selected words?

Certain difficulties in spelling which are well known to be almost universal. So far as these are found in the pupil, or should be, in the pupil's vocabulary, is it not more profitable to meet them directly and persistently than to wait for them incidentally at long intervals in the work of copying and composition?—*Preface to Reed's Word Lessons.*

Dr. Blair's Historic Periods.

ANCIENT HISTORY—B. C.

Chaldean.—Creation, 4004, to Deluge, 2348.

Hebrew.—Deluge to Calling of Abraham.

Israelite.—1921 to Exodus of Israelites, 1491.

Assyrian.—1491 to Dedication of Solomon's Temple,

Greek.—1004 to Founding of Rome, 753.

Roman.—753 to Battle of Marathon, 490.

Byzantine.—490 to Birth of Alexander the Great, 356.

Military Renown.—356 to Destruction of Carthage,

Wars of Marius and Sylla.—146 to First Campaign of Julius Cæsar, 80.

Literature.—80 to Birth of Christ.

MODERN HISTORY—A. D.

- I. *Ten Persecutions*.—o to Crowning of Constantine, 306.
- II. *Northern Invasions*.—306 to End of Western Roman Empire, 476.
- III. *Justinian Code*.—476 to Flight of Mahomet, 622.
- IV. *Saracen Dominion*.—622 to Crowning of Charlemagne, 800.
- V. *New Western Empire*.—800 to First Crusade, 1095.
- VI. *Crusades*.—1095 to Founding of Turkish Power, 1299.
- VII. *Papal Schism*.—1299 to Taking of Constantinople, 1453.
- VIII. *Reformation*.—1453 to Edict of Nantes, 1598.
- IX. *English Constitution*.—1598 to Death of Charles XII, 1718.
- X. *American and French Revolutions*.—1718 to Battle of Waterloo, 1815.

These twenty periods of the World's History, as arranged by Dr. Blair for his work on Chronology, have been written out for the JOURNAL at the request of the editor. Although written entirely from memory, without reference to any historical work, I believe they will be found correct in their names and dates.

Respectfully,

N. B. WEBSTER.

National Aid.

The Blair Educational Bill passed the Senate of the United States on the 7th of April by a vote of 33 to 11. As finally passed the bill appropriates \$77,000,000. This sum is to be expended yearly for ten years. The first year the sum of \$7,000,000, the second year \$10,000,000, the third year \$15,000,000, the fourth year \$13,000,000, the fifth year \$11,000,000, the sixth year \$9,000,000, the seventh year \$7,000,000, the eighth year \$5,000,000. This sum is to be placed to the several States and Territories in proportion to the whole number of persons in each, who, being at the age of ten years and over, cannot write. The compilation is to be made according to the census of 1880.

According to this authority there were 6,239,958 persons above the age of ten years in the country, in the year 1880, unable to write, this would distribute the \$77,000,000 as follows :

\$5,201,000	Missouri.....	\$1,496,000
60,000	Nebraska.....	132,000
2,424,000	Nevada.....	48,000
604,000	New Hampshire.....	160,000
120,000	New Jersey.....	630,000
340,000	New Mexico.....	680,000
50,000	New York.....	2,625,000
252,000	North Carolina.....	5,566,000
960,000	Ohio.....	1,582,000
6,240,000	Oregon.....	85,000
1,740,000	Pennsylvania.....	2,736,000
1,320,000	Rhode Island.....	297,000
560,000	South Carolina.....	4,428,000
479,000	Tennessee.....	4,920,000
4,180,000	Texas.....	3,800,000
3,820,000	Utah.....	100,000
264,000	Vermont.....	190,000
1,680,000	Virginia.....	5,160,000
1,114,000	Washington Territory.....	40,000
764,000	West Virginia.....	1,000,000
400,000	Wisconsin.....	660,000
4,500,000		

THE END.—Superintendent Peaslee, of Cincinnati, O.,
 owing:

schools need is not more of arithmetic and grammar,
 heart culture—of æsthetic and moral training; less cram-
 ming for per cents, more moral instruction. The world
 men, as well as good accountants and grammarians, and
 less lack of intelligence than of public virtue and pri-
 ing, less lack of knowledge than of an inclination toward
 a life of justice, kindness and mercy. In forming noble
 character, more, in my opinion, depends upon the influ-
 ess and beauty of execution of all work done by pupils
 per; upon school-rooms tastefully decorated with por-
 food and the great and with other pictures; upon grand
 thoughts from literature, correctly taught; upon well
 s; upon birthday and other celebrations; * * *
 the arithmetic, grammar and geography taught in the

h in the line of the following paragraph that appeared
 lletin of this series:

ge that is taught in the public schools has so much to do

with forming character as the reading lessons. In the first place learning to read is itself an admirable discipline; and in the second place, the lessons, if well chosen, tend at once to stimulate thought, to develop the sentiments, to give directions to the nobler passions, to call out the sympathies and affections, to furnish lofty aspirations and to strengthen the will. Especially is this true of the prose lessons in biography, in history and in eloquence, and of nearly all the poetical pieces found in the well edited Readers. The teacher of a reading class, therefore, may be a moral teacher in the best sense of the word almost without appearing to do so, she can inculcate patriotism, truth, honor, reverence and most of the moral virtues. The reading lesson gives an opportunity to develop character, without lecturing or preaching, that the good teacher will not lose.—*Cleveland School Bulletin.*

WHAT if God should place in your hand a diamond, and tell you to inscribe on it a sentence which should be read at the last day and shown then as an index of your own thoughts and feelings; what care, what caution would you exercise in the selection! Now this is what God has done. He has placed before you the immortal minds of your children, more imperishable than the diamond, on which you are to inscribe every day and every hour, by your instructions, by your spirit, or by your example, something which will remain and be for or against you at the judgment.—*Payson.*

A CHILD learns best how to spell a word when he wants to use it and the wise teacher will continually give him an opportunity to create that want. She will never be able to find so good a spelling book as her little class will make when they are reaching out for words to express their thoughts.—*N. Y. School Journal.*

HON. L. D. BROWN.—*Education*, in noticing the election of that gentleman as State Commissioner of Schools for Ohio, says, It is soon to outline with much fulness Mr. Brown's policy as Commissioner of schools of Ohio. It is known however that in addition to carrying forward the admirable work of his predecessor in office he will make special effort to render more truly effective the present school laws of the State. His large experience as a school examiner has convinced him that one way of liberalizing the entire profession

inations from the sphere of pedantry to the sphere of
He believes that intellect and professional skill are en-
reated worthily, and by forming none but adequate tests
o and ability he hopes to induce more real teachers to
anent certificates and adopt teaching as a permanent
will be his aim also to render effective the present law
e establishment of schools of higher grade in each town-
g certainly will tend more to give the country schools
and elevation than the creation of such a public senti-
ead to the practical carrying out of this law than this;
ore important work awaits the fine intelligence and reso-
f the new Commissioner.

. Brown believes that teaching can only become a pro-
mmanding influence and worth by winning to its service
ty. Method is much; but, at least we must have supe-
if we are to have superior schools. As a vocation,
ching should be so thoroughly respected and so well
duce the noblest young men and young women to adopt
rk. Only thus, he thinks, can the new profession as-
place among the callings of men, and to the end that it
such a place he is willing to give to it the greatest energy
ght of his life.

EDITORIAL PARAGRAPHS.

NATIONAL EDUCATIONAL ASSOCIATION NOTES.

information will be of benefit to teachers and delegates who propose
national Educational Convention at Madison, Wisconsin:

ENTERTAINMENT AT MADISON, PER DIEM.

\$2.50; Vilas House, \$2.50; C. F. Slightham, \$1.00; Capital House,
House, \$1.00; Rasdal House, \$1.50; Nolden's Hotel, \$1.00; Railway
European Hotel, \$1.50; East Madison House, \$1.50; Lake City
Simon's Hotel, \$1.00; Wm. Tell House, \$1.50; Madison House,
Church, \$1.00; Lutheran Seminary, \$1.25; Ladies' Hall (University),
City Dormitories, \$1.50.

membership in the Association will secure the rates named at hotels
nces, and will be presented on payment of bills. Eight hundred and
residences will entertain an average of three guests each, at the uniform
\$1.00.

have been made by which 2,000 guests can be comfortably accom-
at the beautiful grounds of the Monona Lake Assembly (Lakeside).
ng *per diem*, \$1.00.

An almost limitless number can also be accommodated at the grounds of the State Agricultural Society, where are situated large and substantial buildings.

Excursion trains and large parties will be met by a committee before arriving in Madison. Small parties and individuals will find agents at the depots upon the arrival of trains, from whom all information may be obtained.

Omnibusses and carriages will meet all trains at stations, and guests so desiring will be conveyed to their places of entertainment for the nominal fare of 25 cts. each.

Guests will be assigned quarters immediately after the first of June, and notice of such assignment, and the name of the host, with the name of street and number, will be forwarded directly by the committee, who will cheerfully give any farther or more specific information, if requested.

All applications and inquiries should be addressed to J. H. Carpenter, Chairman of Committee.

J. H. CARPENTER,
E. BURDICK,
CHAS. G. MAYERS, } Com. on Entertainment.

Madison, Wis., 1884.

CHESAPEAKE AND OHIO RAILWAY EXCURSION to the meeting of the National Educational Association, which convenes July 14th to 19th, at Madison, Wisconsin.

Round trip tickets will be on sale from July 7th to 12th, inclusive. Good to return till September 1st, 1884, at the following low rates:

From Washington	to Madison, Wisconsin, and return,	\$25 00
" Norfolk, Va.,	" " "	30 00
" Richmond, Va.,	" " "	29 00
" Charlottesville, Va.,	" " "	28 00
" Waynesboro' Jun., Va.,	" " "	28 00
" Staunton, Va.,	" " "	27 00
" Clifton Forge, Va.,	" " "	26 00
" Charleston, W. Va.,	" " "	22 00
" Lynchburg, Va.,	" " "	30 25
" Lexington, Va.,	" " "	29 40

The Chesapeake and Ohio Railway will run through trains, with Pullman Sleeping Cars, from Washington, Newport News, Richmond, Charlottesville, Waynesboro, Staunton, Clifton Forge, &c., to Cincinnati and Louisville without change, connecting closely at those cities with fast trains, arriving at Chicago the following morning and connecting with trains for Madison, Wisconsin.

Teachers and delegates from the Carolinas, near the line of the Atlantic Coast Line, will connect at Richmond, Fredericksburg and Potomac Junction with the fast express train of the Chesapeake and Ohio Railway. Those near the line of the Richmond and Danville Railroad will connect at Richmond or Charlottesville, and those from line of Virginia Midland Railway will connect at Charlottesville, those from Southwest Virginia and on the line of the Richmond and Alleghany Railroad will connect at Clifton Forge.

Teachers will buy their tickets to one of the stations named above, and there buy the round-trip ticket to Madison, and thus obtain the reduction made by this line.

Arrangements for Pullman Sleeping Cars will be made for those who will call on

Dame, Agent at the General Office of the Chesapeake and Ohio
monnd, provided the application is made some days previous to day

H. W. FULLER,
General Pass. Agent.

Book Notices.

ON THE SCIENCE AND ART OF EDUCATION. By JOSEPH
t Professor of the Science and Art of Education in the College of
ndon, England. New York: E. L. Kellogg & Co., 16mo., cloth,
cents.

are seeking to know the principles of education, will find them
in this volume, and it must be remembered that principles are the
all methods must be founded. The volume contains six lectures se-
English edition of Payne's works, with special reference to their
to teachers. Among them are: "The Science and Art of Educa-
practice and Art of Education," "Educational Methods," "The
of Science Teaching," "Pestalozzi," "Fröbel, and the Kinder-
Elementary Education." There is also a short Sketch of Payne's
Professorship of the Science and Art of Education was founded in
ceptors, he was called to fill the chair, the first of the kind estab-
nd or America. Since his death, in 1876, the importance of his
ore widely recognized. He seemed peculiarly fitted to investigate
is predecessors in the educational field, and to formulate the princi-
their practice—rules, by following which the teacher may become
g with young minds. The book is printed in clear type, and neatly
d in durable cloth, and is sold at a moderate price.

Literary Notes.

CELICAL HYMNAL, by Rev. Charles Cuthbert Hall, pastor of the
an church, Brooklyn, and Mr. Sigismond Lasar, has just been
choir and chapel exercises at Williams College. It is also in use
choirs at Harvard, and Theological school at Hartford. It is a
national church music book, presenting the higher order of church
s. It is thus specially adapted to use in educational institutions, and
idely adopted by them.

ements of Written Arithmetic" has been carefully revised by
Van Amringe, of Columbia College, New York, editor of Davies'
orks. The Publishers, Messrs. A. S. Barnes & Co., have taken ad-
ppportunity thus afforded, and have made a new set of electrotpe
type. In its present dress the book is as attractive and trustworthy
w books on arithmetic in the market. The thousands who studied
ir youth are satisfied that he should teach their children.
S. Barnes & Co. have just republished "A Grammar of the English

language, in a series of letters intended for the use of schools and of young persons generally, by the late William Cobbett; to which are added six lessons intended to prevent statesmen from using false grammar and from writing in an awkward manner." The Grammar is edited for American readers and schools, with notes by Mr. Robert Waters, Principal of the West Hoboken Public School.

—"WOMAN AND MORMANISM," in the April *Woman at Work*, reveals some startling truths in regard to the condition and subjection of woman. The sketches of Emma Hart Willard, the founder of Normal Schools, and a paper on How Brooklyn Women Manage Benevolent Work, are full of interest. (10 cents a copy. For sale by E. Housh, Brattleboro, Vt.)

—The QUINCY METHODS is to be published in June or July by E. L. Kellogg & Co., 21 Park Place, N. Y.

—The publishers of Colonel Parker's TALKS ON TEACHING have in press a second edition of that standard work, which includes the 20th thousand printed within the year of publication.

—EDUCATION BY DOING, is the title of a new book for teachers, that suggests many ways of keeping children busy in school by plays or occupations that educate. It will be issued in June by E. L. Kellogg & Co., N. Y.

News and Notes.

—The late Stephen Williams, of Roxbury, Mass., left \$20,000 to the Hampden County Normal School.

—Compulsory education is enforced at Matamoros, Mexico.

—At a meeting of the School Board of Philadelphia, on the 11th instant, a report of Superintendent McAllister, upon the late examination of the Philadelphia Schools (the first ever held in Philadelphia) disclosed a state of facts in many respects that showed the Board the need they had for such an officer as a Superintendent. Out of 53,000 children about 30,000 were advanced in their classes. Various causes were accounted for this great discrepancy; among other things it appeared that ninety per cent. was fixed on as a standard in some schools, forty per cent. in others; that in others per cent. was regulated in others by the amount of room in the schools above, and in others by the consideration that enough must be left to give the teacher employment.

—Dr. Theodore Vetter, in lecturing on "Education in Russia," says that the retardation of the Russians as linguists is due to their peculiar instruction in childhood. The infant has a French nurse for a sole attendant until it is six years of age. At that time it has learned to speak the French language. Then the German governess comes in, and is the child's constant companion. Later the English tongue is acquired in the same way. At twelve the girls continue their studies at home, and submit to mama's match-making. The boys go away to the gymnasium. The course then embraces seven years, and fits the youth for a professional course at the university.

—The school authorities of Illinois have prepared a "Manual of Study" for use in the public schools the next session. It embraces these features: (1.) A carefully prepared course of study for the use of country and village schools. (2.) A concise line of study to accompany the course of study for the use of pupils and teachers.

plan of examinations and record of the progress and standing of

books, for seventeen years Principal of the State Normal School
has been elected President of the National School of Elocution
Philadelphia, to fill the vacancy caused by the death of Professor J. W.
under and first President of the school.

Recent Publications.

	AUTHOR.	PUBLISHER.	PRICE.
English ture,	T. J. Backus, LL.D.,	Sheldon & Co.,	Intro. \$1 25
	D. J. Hill, LL.D.,	"	" 1 00
nd Com-	D. J. Hill, LL.D.,	"	" 1 00
	Alonso Reed,	Clark & Maynard,	" 25
Traduc-	J. Roemer, LL.D.,	D. Appleton & Co.	
se, Third	J. W. Tufts and H. E. Holt,	"	
	Warren Colburn,	Houghton, Mifflin & Co.,	35
ing-Book,	M. W. Hazen, M. A.,	Ginn, Heath & Co.,	30
	John Tetlow, A. M.,	" " "	1 25
rd,	Charlotte M. Yonge,	" " "	45
achers,	E. C. Hewitt, LL.D.,	Van Antwerp, Bragg & Co.	
ing,	Mrs. H. E. G. Arey, A. M.,	J. B. Lippincott & Co.,	75
Geography,	Lucretia Crocker,	Boston School Supply Co.	
	W. A. Kellerman, Ph. D.,	John E. Potter & Co.,	1 00
n in Pen-	D. T. Ames,	D. T. Ames,	1 00
manship,	G. A. Gaskell,	The Penman's Gazette,	2 00
	Charles and Mary Lamb,	Clark & Maynard,	12
st,	J. B. Abernethy, Ph. D.,	" "	12
aker,	A. F. Blaisdell, A. M.,	" "	12
Poems,	Wm. Cullen Bryant,	" "	12
Schools	W. F. Allen,	Ginn, Heath & Co.,	25
ty,	John W. Burgess, Ph. D.,	" " "	15
o Versifi-	Geo. H. Brown, A. M.,	" " "	30
	Wendell Phillips,	Lee & Shepard.	
	" "	" "	
	" "	" "	

The Magazines.

JUNE—Contents: Frontispiece, Mrs. Lucretia Garfield; The Growth of the
Educational Ideals, E. F. M. MacCarthy, Birmingham, England; How to Edu-
cate Horace Mann; Historic Illustrations of Superior Teaching, J. A. Rein-
in London University and in University College, S. K. Bolton; A Classifica-
K. Brown; Proposed Additions to and Subtractions from our Education,
D.; Wages of Schoolmasters in Ancient Rome, R. F. Leighton, Ph. D.; Modern
age, C. A. Eggert; The Origin of the First German Universities, G. G. Bush,
courage Studies at Home, L. M. Munger; Foreign Notes.

OUR LITTLE ONES AND THE NURSERY—a bright, entertaining child's magazine—published monthly by the Russell Publishing Committee, 16 Bromfield street, Boston, Mass., at \$1.50 a year.

THE AMERICAN NATURALIST FOR MAY.—Contents: The Mezquit; The Larval Theory of the Origin of Cellular Tissue; The Naturalist Brazilian Expedition, paper III; The Exhalation of Oxygen from Flowering Plants, (Con.) The Cereodonta, (illustrated), E. D. Cope; A Walk Through the History Museum at Florence; Construction of Ancient Terra-Cotta Pitch-Pipes and Flageolets (illustrated); Editors' Table; Recent Literature; General Notes—Geography and Travels, Geology and Paleontology, Botany, Entomology, Zoology, Psychology, Anthropology, Microscopy and Histology; Scientific News; Proceedings of Scientific Societies.

THE NORTH AMERICAN REVIEW FOR MAY.—Contents: Defective Naturalization Laws, Justice Ham Strong; Matthew Arnold, E. P. Whipple; A Zone of Worlds, R. A. Proctor; The Railway and the State, G. L. Lansing; Illusions of Memory, Prof. H. F. Osborn; The Meaning of Song, Johnson; Workmen's Grievances, W. G. Moody and Prof. J. L. Laughlin.

SOUTHERN HISTORICAL SOCIETY PAPERS FOR MAY.—Contents: "Reconstruction" in S. C., by Prof. A. Porcher; Story of the Arkansas, by G. W. Gift; Letters from Fort Sumter, by Lieutenant I. J. Diary of Rev. J. G. Law; Chickamauga—A Reply to Major Sykes, by J. M. Goggin; Report of E. W. Pettus of Operations at Lookout Mountain; Battle of Drewry's Bluff, May 16th, 1864—Report of General R. F. Hoke; Report of General J. Hagood; Wolsley's Tribute to Lee and Jackson; Burning of Columbia—Affidavit of Mrs. Agnes Law; "The Blue" and "The Gray," a poem by Rev. J. G. Walker; "The Eclectic History," a Review, by Col. Wm. Allan; Editorial Paragraphs.

ST. NICHOLAS FOR MAY.—Contents: Frontispiece, "Rocket" and "Flyer," "Rocket" and "Flyer" poem, illustrated; The Scarlet Tanager, chapters I, II and III, J. T. Trowbridge, three illustrations; "Mr. Plantagenet Norman Dane, Jingle, illustrated; Supporting Himself, Elizabeth Stuart Phelps, illustrated; The Philopona, Frank R. Stockton, four illustrations; Words Inclined to Jingle, illustrated; Rosy Snow, poem; A Pic-nic, picture; The Land of Fire, concluded, Mayne Reid, illustrations; The River-end Morey's Rab; The Doves at Mendon, poem, three full-page illustrations; Little Things, Fifth Spinning-wheel Story, Louisa M. Alcott, illustrated; The Song of the Skates, verses; Our Roller Skating Brigade, Jingle, full-page illustration; Historic Boys, O. Norway, The Boy Viking, two illustrations; "Look Out, There," picture; Marvin and his Boy, chapters I and II, two illustrations; A Meeting on the Rail, verses, two illustrations; Marvin's hair, verses; Work and Play for Young Folk, XII; Leather Work, Charles G. Leland; For Veritable Folk, The Little 'Boys whom we call H'y, full-page illustration; The St. Nicholas Almanac, illustrated; Jack-in-the-Pulpit; The Letter-box; Agassiz Association; The Riddle-box, (illustrated).

THE ATLANTIC MONTHLY FOR MAY.—Contents: A Roman Singer, XXI, XXII, F. Marion Crawford; The Anatomizing of William Shakespeare, I, Richard Grant White; Linguistic Paleontology, Evans; The Arbuthnot, H. H.; En Province, VIII, Henry James; At Bent's Hotel, E. W. Bell; Dew of Parnassus, Edith M. Thomas; Matthew Arnold as a Poet, Harriet Waters Preston; In Time, IX, X, S. Weir Mitchell; Governor Thomas Hutchinson, George F. Ellis; The Silver Drift, J. Laurence Laughlin; William H. Seward, Henry Cabot Lodge; Marshal Niel, T. B. Aldrich; Progress of Nationalism, Edward Stanwood; Recent American Fiction; Tuttle's History of France; Edward Bulwer, Lord Lytton; The Contributors' Club; Books of the Month.

LIPPINCOTT'S MAGAZINE FOR MAY.—Contents: The Hill-Suburbs of Cincinnati, illustrated; Perfect Treasure, four parts, III, by F. C. Baylor; How the Roman Spent His Year, two parts, by William F. Allen; Along the Columbia River and Puget's Sound, by James A. Harrison; Revolution, a Story, by Lina Redwood Fairfax; Diary of the Last European who Rode Through the West from Berber to Suakin; At Last, a Story, three parts, II, by Annie Porter; Shakespeare's Traitors on the Stage; Remarks and Reminiscences of a Sexagenarian, two papers, I; The Rev. Nihilist, by M. R. Francis; A Day in Early Spring, by Horace Lunt, together with other short stories, poems, and articles of interest upon current topics.

POPULAR SCIENCE MONTHLY FOR MAY.—Contents: The Elms of Legislators, by Herbert Spencer; Beaver and His Works, (illustrated); The Progress of the Working-classes in the Last Half-Century, an Experiment in Prohibition; The Milk in the Coconut; Longevity of Astronomers; The History of Cookery, by W. Mattieu Williams; How Flies Hang On, (illustrated); Where Did Begin? Christian Agnosticism, by the Rev. Canon Curteis; The Beginnings of Metallurgy; New Skin and Cancer Hospital, by W. J. Youmans, M. D.; The Morality of Happiness, by T. Foster; Was He an Idiot? sketch of Mary Somerville, (with portrait); Correspondence—a Tale; Experience; A Curious Case of Albinism; Insects and Disease; Grapes as Food; Editor's Table; Progress and Social Improvement; Yale Professors on College Studies; Spencer on Parliamentary Influence.

THE MAY CENTURY.—Portraits of famous soldiers have been a feature of recent numbers of CENTURY, and the frontispiece of the May number (beginning a new volume) is a portrait of a warrior, "Chief Joseph, the Nez-Parcé," whose character and valor are picturesquely described by Lieutenant C. E. S. Wood.

Henry James's new three part story is begun in this number. The short story of the month "Rose Madder," an illustrated romance of artist life. Mr. Cable contributes the seventh part of "Sevier," and Robert Grant's story of "An Average Man" approaches its conclusion.

Of special value among the popular illustrated papers is Julian Hawthorne's description of Salem of Hawthorne, which contains much new and valuable biographical analysis.

The poetry is contributed by Austin Dobson, Rose Hawthorne Lathrop and others.

ICIAL DEPARTMENT.

R, Superintendent Public Instruction, Editor.

*at to every County Superintendent and District Clerk, and must be carefully
public property and transmitted to their successors in office.]*

THE COMING INSTITUTES SUCCESSFUL.—Let every
consider himself a committee of one to urge upon his
importance of attending one or the other Institute, and let
those who do attend, and return with certificates of attend-
ance as may be in his power. The question was asked
reference whether the attendance of a teacher upon the
Institute should exempt him or her from the annual exami-
nation. We have no authority to establish such a rule; but it will be
for the superintendents to so arrange, that the Institute
conduct the examination. The most practical way is
for the superintendents to attend the Institute and there pass upon the
work of those of their teachers who are present: Superin-
tendents, James T. Taylor, Jennings, Hale, Alexander, Pen-
nington, James, Porterfield, Havener, J. A. Taylor, and
superintendents of counties are near to or adjoin Wythe—and in whose
counties employed 678 white teachers—are expected to see that
the teachers are well represented at the Wytheville Institute, as their
travel is so small expense, comparatively, for traveling, that
it is no excuse for failure to attend.

Superintendents Funkhouser, Michie, Roller, McMullen, Broyles,
Walton, Fry, Marshall, Buckner and Silman, whose
counties are near to Rockingham, and who employ 732
teachers are expected, for the reason stated in connection with
the Institute, to see that they have a large attendance of
teachers in Rockingham.

Superintendents Crawley, Bristow, Eppes, Holman, Tucker, Hardy,
Hicks, Barksdale, Jones, Board, Coleman, Wilson and
superintendents of counties are adjacent to Farmville, and who have em-
ployed teachers—are expected to see that the attendance
of teachers on the Farmville Institute is large.

We called the attention of the superintendents in whose
counties the Institutes are to be held and those whose counties adjoin the
Institutes, to the importance of having a good attend-

ance, without any intention of excusing the other superintendents the State from the responsibility of seeing that the largest number possible of their teachers are present at the Institutes. Nor do we propose that the superintendents named shall give their attention exclusively to securing the attendance of white teachers on their Institutes; but we expect them to use their influence to induce their colored teachers to attend the one at Farmville. Institutes will amount to but little unless the teachers attend.

THE NORMAL SCHOOL AT FARMVILLE.—We respectfully call the attention of school superintendents to the following article which was prepared by Hon. J. L. M. Curry at the request of the Board of Trustees, and published in the April number of this JOURNAL. We deem it of sufficient importance to republish the same in the Official Department. The article gives a brief history of the aims and purposes of the school that is to be established in Virginia. Let us hope that it is a harbinger of brighter days, and that its efforts for good, though circumscribed by sex, may be so great as to convince our Legislature that Virginia does need training schools for her teachers. It is not what we wanted, nor what we needed, but it is far better than nothing. The school is peculiarly fortunate in securing the services of Dr. Ruffner, whose early and long identification with the public school interest of Virginia, coupled with his great ability and fitness for the work, gives him many advantages over any other gentleman that could have been selected. We ask for him and the school the hearty and active support of every superintendent in the State:

“Under the provisions of the act of the General Assembly establishing a ‘State Normal School for the training of white female teachers for public schools,’ the trustees met and organized and elected Hon. W. H. Ruffner the principal of the school.

“They will reassemble at Farmville on the 10th of June to complete the organization of the school and take such other necessary steps as will result in the opening of the school early in autumn.

“At the session in June, besides determining the number and work of the remaining teachers and appointing them, the Board will adopt needful rules and regulations for the government and management of the school and prescribe the preliminary examinations and conditions on which students shall be received and instructed.

“The law establishing the school allows to each city of 5,000

and to each county as many pupils as it has represented. These pupils will pay no tuition, and the Board is already making the expenses as light as possible.

That the Board should have as much information as possible in reference to the number of young ladies who will be admitted. The county superintendents will have much to do in promoting the usefulness of the school. The faculty must be well qualified, and have material to work upon, or they cannot return to the communities. Good teachers such as will conduct model schools, and who personally embody so much force as to become a marked power in the communities where they live and teach. The superintendent will find himself strengthened just in proportion as he has raised around him teachers of ability and proper character, and the value to the people of the public school system of the county will, in like proportion, be enhanced from year to year.

The Board is to build up a first-class normal school. It is authorized by the State 'expressly for the training of teachers to teach the pupils how to teach—to make each a teacher for the education of children. The experience of the best systems of education is that it is to maintain an efficient and an improving system without ceasing to be a plan for the education of teachers. The friends of the school have, in the acceptance by Dr. Ruffner, of the principal, the assurance and guaranty of the institution. In the opinion of his associates, the object of the school will not be accomplished unless only experienced and trained teachers will be in the faculty."—*Richmond Whig*, April 28.

INSTITUTES.—The location of these Institutes this year was determined at the Superintendents' Conference, which, after a spirited discussion, selected Wytheville and Harrisonburg as the places for the Institutes for white teachers, and Farmville for colored. Major Wm. C. Ruffner, Superintendent of Wythe county, has charge of the arrangements for the one at Wytheville, and reports that his county is taking a deep interest in the approaching Institute, and that a large attendance may be had in private families. The cost is \$10 to \$12 per month, and at the hotels for \$12.50. Mr. Funkhouser, Superintendent of Rockingham county, reports the local arrangements of the Harrisonburg Institute, and the great enthusiasm on the part of the inhabitants of that

town—all of whom are deeply interested in its success. Board the will be about the same as at Wytheville.

Mr. Thos. W. Crawley, Superintendent of Prince Edward county has charge of the local arrangements of the Farmville Institute colored teachers, and reports that he has had some trouble in getting the colored citizens of that town to realize its importance; but that he has succeeded, and all are now taking a lively interest in its success. Board will be furnished at from \$9 to \$10 per month.

We are in correspondence with the leading Institute workers of the country, and just as soon as suitable parties are secured, their names with the dates of opening of the respective Institutes, will be published. But teachers need not wait for that, but should immediately begin to make their arrangements to attend one or the other of the Institutes.

The importance of these meetings is too well known and appreciated to need any argument in their behalf, and the teacher who thinks he can afford not to attend them, makes a grave mistake; for the era is rapidly approaching when the trained teacher will not only crowd out the unskilled, but when he will command and receive better salaries and more pay.

We are again the beneficiaries of the Peabody Education Fund, and, but for that, would not enjoy these advantages. Our appeal to the last Legislature for help to carry on the great and important work of educating and informing the active teacher was met by worse than a refusal. That body passed a law, which, in effect, prohibits the Board of Education from holding meetings of teachers, and leaves it powerless to assist in their improvement. Even the efforts of Dr. Curry, the friend of the Virginia teacher, and the upholder of the public free schools of the South, failed to prevent this great wrong, and the act stands upon the statute books of Virginia a disgrace to her name, and a living monument of the *carelessness*, or *thoughtlessness*, at least, of the Legislature by which it was passed.

Teachers can obtain full information as to board and other particulars by addressing the Superintendent in charge of the local arrangements for each Institute. These Institutes will probably not open before the middle or latter part of July. The best arrangements possible will be made with the railroad and other transportation lines of the State, and the usual transportation cards will be sent to the county and city Superintendents in time for distribution to the teachers on application. We hope the teachers will attend, as it costs no more to furnish the instructors and meet incidentals for an Institute of

one of only 100. Teachers and school officers can show their appreciation of Dr. Curry's kindness to the Peabody Fund, than by attending these Institutes. We expect him to be present at each of them, and want him to see the teachers of the State, so that he may see the men and women doing such noble work in building up the lasting Commonwealth.

s.—We receive a great many applications from school officers for the new edition of the codified school laws. We had to furnish all who apply, but cannot, as the expense of printing and binding is considerable. They are gotten out of the hands of the county superintendents, and are sent to trustees of the county superintendent who is held responsible for their distribution.

tion of the laws from this office has been delayed by acts passed by the last Legislature affecting the schools. We had to make a complete change in the law and the school laws are now in the hands of the binder, and we hope to distribute the edition which will embrace all the changes affecting the public free schools from their inauguration to the present time.

others now have a fine opportunity to obtain these laws for a nominal sum; as previously announced they will be published in the EDUCATIONAL JOURNAL, beginning with the first number running through until completed.

WILSON, who will graduate with high honor in the next class at Bates College, Maine—so says Professor [Name] of that Institution—desires employment in some of our schools.

He is highly recommended by General Armstrong, Professor [Name] as a colored man of fine attainments. I trust a good opportunity will be given him by some of our school officers. His address is [Name], [Address].

SESSION OF THE VIRGINIA NORMAL AND COLLEGIATE INSTITUTE. The following circular, which was prepared by the Hon. [Name] and the faculty of the Institute, by authority of the Board of Trustees, fully explains the intention of the summer session of the Virginia Normal and Collegiate Institute, which, properly managed,

will add greatly to the efficiency of the colored teachers of the State. It is not intended to interfere with the usual summer Institutes for teachers—which are temporary, and are supported wholly by funds furnished by the agent of the Peabody Education Fund, but rather to be a well-defined part of the public school system of the State, and a permanent feature of the Institution :

PETERSBURG, VA., May 31st, 1884.

This is to inform you, that at the last session of the Legislature of Virginia, an act was passed establishing an eight weeks' Course of Normal Instruction, and appointing the President and Faculty of the Virginia Normal and Collegiate Institute, with such trained assistants as the Superintendent of Public Instruction may think proper, to conduct said Course of Instruction.

By this act all the teachers are required to attend said Course of Instruction for at least one month in every year, and should any teachers fail to attend for five consecutive years, then their license to teach in the public schools of this State is to be withdrawn, and they will not be allowed to teach in said schools until after they have attended at least one session of said Normal Course of Instruction.

The act also provides that the same accommodations shall be furnished the teachers attending said Normal Course of Instruction as are furnished the students of the Virginia Normal and Collegiate Institute, in the way of sleeping apartments, board and instruction, at a cost of eight dollars per month. Those who desire to do so, may find accommodation in the city, but this will be upon their own responsibility as to price, &c. The entire management and control of the Institute is left to the Board of Education, and they have decided to hold a six weeks' Course of Instruction this year, at the building of the Virginia Normal and Collegiate Institute, near Petersburg, beginning on the 15th of July, and that the following Course of Instruction suggested by the Faculty of the Institute, will be pursued:

Algebra, Arithmetic, Geography, Grammar, Reading, Writing, Drawing, History, Physiology with Lectures on Hygiene, and Civics, Government with the School Laws of Virginia.

Lectures will be given on the Theory and Art of Teaching ; Principles and Methods of Education ; School Organization and Government ; and kindred topics.

General Exercises in Composition, Object Lessons, etc., will be conducted in such a manner and at such times as shall be deemed best.

government of the Institute will be the same as those of a school.

It will be given only to those who complete the Course of

attending this Institute will be divided into classes, according to degree of proficiency, so that each one may receive the full amount of practical benefit during the time they are

desiring to enter the Institute this summer are required to send a letter addressed to A. W. Harris, 26 Sycamore street, Peabody, Mass., in their own handwriting, dictated without the aid of a typewriter. In this letter they must answer the following questions: 1st. How long a time you have taught. 2d. What kind or kinds of schools you have taught. 3d. If you expect to continue to teach. 4th. What kind of subjects you expect to teach? 5th. What, if any, special training or preparation you have received? 6th. What school, or schools, you have principally attended? 7th. Branches in which you are most proficient. 8th. Branches in which you are most deficient. 9th. Your present post-office address. Sign the letter with your full name and age. Write on regular note paper, so that the letter can be sent away with the Institute papers.

Mr. J. L. Little, of Washington, D. C., will assist the instructors in giving a course of Lectures on Drawing, in which he will cover both the theoretical and practical phase of this art. Dr. J. L. Little, of the Peabody Education Fund, Hon. R. R. Farr, Commissioner of Education for the State of Virginia, Hon. John C. Hunter, Commissioner of Education for the United States, Prof. N. B. Sill, of the University of Virginia, Maj. E. B. Branch, Sup't of Schools for Petersburg, and others have consented to be present and give lectures on various subjects during the session of the Institute.

Arrangements for reduced fare on the various railroads have been completed, and when completed, we will forward to the persons who have expressed their intention of attending the Institute. We shall hear from you *at once*, so that we may know how to make full preparations for the session of the Institute, in order to make full preparations for the session, and desire that all the applications may be in time.

The instruction is intended as well for those who are new teachers as those who are already teaching, and they will receive the same advantages as the regular teacher.

The Board of Education.

Our Students at University of Nashville.

UNIVERSITY OF NASHVILLE,
STATE NORMAL COLLEGE, *May 30th, 1884.*

Hon. RICHARD R. FARR,
State Superintendent of Public Instruction :

Dear Sir,—I beg leave herewith to transmit for your inspection statement of the average rank, etc., of the students from Virginia holding Peabody scholarships at the Normal College at Nashville, Tenn., for the period ending May 28th, 1884.

	Scholarship year.	*Daily attendance.	Character and deportment.	Class work, including examinations.
Virginia M. Brown.....	2d	2	.....	84½
Mary B. Caruthers	1st	0	.....	84½
Mary Rohleder	1st	0	.....	89½
Maude W. Tappey.....	2d	1	.....	91
Annie E. Thacker.....	1st	4 ex	.....	92½
William L. Andrews	1st	0	.....	89½
Robert H. Keeney.....	2d	0	.....	92½

* Number of daily sessions omitted.

Yours sincerely

EBEN S. STEARNS,
Chancellor, &c.

Seventy-five is a fair average, and entitles the student to confidence in his class and progress with it.

SCHOOL LAW OF VIRGINIA.

PREFACE.

on of the School Law has been prepared by the Superintendent
n, by order of the State Board of Education, for the use and in-
superintendents and district school trustees. Whilst the text of
as amended by subsequent legislation, including many entirely
ely followed, the scheme of the compilation has been radically
ieve, for the better. Starting with the Constitution of our State,
to arrange all the subsequent legislation affecting the public school
by that instrument, in logical order without regard to the relative
y the sections in the Code and various acts in which they are
n having its proper reference to the Code or the acts from which
As this is intended as a means of giving information to the
ught it proper to give succinctly the rules governing every institu-
pported, either in whole or in part, by State annuity, with the
e taken to gain admission therein. Having experienced great
ld compilation, owing to its multiplying sections by sub sections,
l such divisions, and have given each section, however unimpor-
ber, running from one on through the book ; and have indexed
s, and sections ; so that every section has its number, and there
n in referring to it.

page 123 will be found the Regulations which have been
to time by the Board of Education, by virtue of authority vested

the School Law is prepared merely as a matter of convenience
and has no authority independent of the acts from which it is

number of copies for the use of boards of school trustees will be
ty and county superintendents, who will be required to receipt to
ation for the number of copies supplied ; and upon their failure
of the books delivered will be deducted from their salaries. The
ll deliver to the clerk of each board of school trustees in his
one for each member thereof, taking his receipt therefor, which
his record-book. The district clerk shall mark the name of his
ers on each of said copies, and shall deliver one to each member
g his receipt therefor, which he shall duly enter upon the record-
; and the district clerk shall be responsible to the board, or his
for each of said books so delivered, and each member shall be
district clerk for the proper care of the copy delivered to him ;
ose term shall expire and who shall not be re-appointed, or who
be removed, shall, by representative or in person, deliver to said
r, the book for which he receipted.

R. R. FARR,

Superintendent of Public Instruction,

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-

STATE CONSTITUTION.

Whereas, the delegates and representatives of the good people of Virginia, convention assembled, on the twenty-ninth day of June, in the year of our Lord one thousand seven hundred and seventy-six, reciting and declaring, that whereas George the Third, King of Great Britain and Ireland, and elector of Hanover, before the time entrusted with the exercise of the kingly office in the government of Virginia had endeavored to pervert the same into a detestable and insupportable tyranny, by putting his negative on laws the most wholesome and necessary for the public good; by denying his governors permission to pass laws of immediate and pressing importance, unless suspended in their operation for his assent, and, when so suspended, refusing to attend to them for many years; by refusing to pass certain other laws, less the persons to be benefitted by them would relinquish the inalienable right of representation in the legislature; by dissolving legislative assemblies repeatedly and continually, for opposing with manly firmness his invasions of the rights of the people; when dissolved, by refusing to call others for a long space of time, thereby leaving the political system without any legislative head; by endeavoring to populate the country with a large number of foreigners, and for that purpose obstructing the laws for naturalization of foreigners; by keeping among us, in time of peace, standing armies, without the consent of the legislature; by affecting to render the military independent of and superior to civil power; by combining with others to subject us to a foreign jurisdiction, without our assent to their pretended acts of legislation for quartering large bodies of armed troops among us; for cutting off our trade with all parts of the world; for imposing taxes on us without our consent; for depriving us of the benefit of the trial by jury; for transporting us beyond the seas for trial for pretended offences; for suspending

and declaring themselves invested with power to legislate for ever; by plundering our seas, ravaging our coasts, burning our lives of our people; by inciting insurrection of our fellow-creatures of forfeiture and confiscation; by prompting our neighbors amongst us—those very negroes whom, by an inhuman use of force, we refused us permission to exclude by law; by endeavoring to subvert of our frontiers the merciless Indian savages, whose known mode of undistinguished destruction of all ages, sexes, and conditions of mankind, importing hither a large army of foreign mercenaries to complete the system of oppression and tyranny, then already begun, with circumstances of atrocity unworthy the head of a civilized nation; by answering our repeated address with a repetition of our injuries; and finally by abandoning us to the government and declaring us out of his allegiance and protection; in consequence of misrule, the government of this country, as before exercised by Great Britain, was totally dissolved—did, therefore, having made premises, and viewing with great concern the deplorable condition of this happy country would be reduced unless some regular, adequate policy should be speedily adopted, and in compliance with the wishes of the general congress, ordain and declare a form of government

the convention, held on the first Monday in October, in the year one thousand eight hundred and twenty-nine, did propose to the people of this commonwealth a constitution, or form of government, which was ratified by them: the general assembly of Virginia, by an act passed on the fourth of the month of June, in the year one thousand eight hundred and fifty, did provide for the election of delegates to meet in general convention, to consider, discuss, and determine upon alterations and amendments to the existing constitution; and by an act passed on the thirteenth of March, in the year one thousand eight hundred and fifty-one, did further provide for submitting the proposed constitution for ratification or rejection; and the same having been submitted and ratified by them:

the general assembly of Virginia, by an act passed on the twenty-first of March, in the year one thousand eight hundred and sixty-three, did provide for the election of delegates to meet in general convention, to consider, discuss, and adopt alterations and amendments to the existing constitution of the commonwealth, the delegates so assembled did, therefore, having made premises, adopt a revised and amended constitution as the form of government for the commonwealth of Virginia:

the congress of the United States did, by an act passed on the second of March, in the year one thousand eight hundred and sixty-seven, and provide for the more efficient government of the rebel states," and an act thereunto, passed on the twenty-third day of March, and the same day, in the year one thousand eight hundred and sixty-seven, provided that the people of Virginia, qualified to vote under the provisions of the act of the United States, should be permitted to send delegates to meet in convention, to frame a constitution or form of government for the commonwealth of Virginia, in conformity with said acts; and by the same acts did provide for the submitting of such constitution to the qualified voters for rati-

We, therefore, the delegates of the good people of Virginia, elected, and in convention assembled, in pursuance of said acts, invoking the favor and guidance of Almighty God, do propose to the people the following constitution and form of government for this commonwealth :

ARTICLE I.

BILL OF RIGHTS.

A declaration of rights, made by the representatives of the good people of Virginia, assembled in full and free convention ; which rights do pertain to them and their posterity, as the basis and foundation of government.

1. That all men are by nature equally free and independent, and have certain inalienable rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity, namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

2. That this state shall ever remain a member of the United States of America, and that the people thereof are a part of the American nation, and that all attempts to separate from whatever source or upon whatever pretext, to dissolve said Union or to alter said nation, are unauthorized and ought to be resisted with the whole power of the State.

3. That the constitution of the United States, and the laws of Congress passed in pursuance thereof, constitute the supreme law of the land, to which paramount obedience and obedience are due from every citizen, anything in the constitution or laws of any state to the contrary notwithstanding.

4. That all power is vested in, and consequently derived from, the people, and the magistrates are their trustees and servants, and at all times amenable to them.

5. That government is, or ought to be, instituted for the common benefit, protection and security of the people, nation or community ; of all the various modes and forms of government, that is best which is capable of producing the greatest degree of happiness and safety, and is most effectually secured against the danger of maladministration ; and that when any government shall be found inadequate or contrary to these purposes, a majority of the community hath an indubitable, inalienable, and indefeasible right to reform, alter or abolish it, in such manner as shall be judged most conducive to the public weal.

6. That no man, or set of men, are entitled to exclusive or separate emoluments or privileges from the community but in consideration of public services ; which being descendible, neither ought the offices of magistrate, legislator, or judge to be hereditary.

7. That the legislative, executive, and judicial powers should be separate and distinct ; and that the members thereof may be restrained from oppression, by not participating the burthens of the people, they should, at fixed periods, be returned to a private station, return into that body from which they were originally taken, and the vacancies be supplied by frequent, certain and regular elections, in which any part of the former members to be again eligible or ineligible, as the laws shall direct.

men ought to be free, and that all men having sufficient evidence in interest with, and attachment to the community, have the right not to be taxed or deprived of their property for public uses, without their consent, or that of their representatives so elected, nor bound by any law not in like manner assented, for the public good.

of suspending laws, or the execution of laws by any authority, the representatives of the people, is injurious to their rights and is void.

In civil or criminal prosecutions, a man hath a right to demand the return of his accusation, to be confronted with the accusers and witnesses, to be heard in his favor, and to a speedy trial by an impartial jury of his vicinage; without unanimous consent he cannot be found guilty; nor can he be compelled to give evidence against himself; that no man be deprived of his liberty, without the consent of the land or the judgment of his peers.

Bail ought not to be required, nor excessive fines imposed, nor cruel punishment inflicted.

Warrants, whereby an officer or messenger may be commanded to search without evidence of a fact committed, or to seize any person without cause, or whose offence is not particularly described and supported by oath or affirmation, are oppressive, and ought not to be granted.

Just and equitable laws respecting property, and in suits between man and man, shall be preferred to any other, and ought to be held sacred.

The right of the press is one of the great bulwarks of liberty, and can never be infringed by despotic governments, and any citizen may speak, write, or publish sentiments on all subjects, being responsible for the abuse of that liberty.

A well regulated militia, composed of the body of the people trained to arms, is the natural, and safe defence of a free state; that standing armies, in time of peace, should be avoided as dangerous to liberty, and that in all cases the military should be under strict subordination to, and governed by, the civil power.

The people have a right to uniform government; and, therefore, that no part of the militia be from, or independent of, the government of Virginia ought to be established within the limits thereof.

Religion, government, or the blessings of liberty, can be preserved to any people only by a adherence to justice, moderation, temperance, and virtue, and to fundamental principles.

It is the duty which we owe to our Creator, and the manner of discharging it, to be directed only by reason and conviction, not by force or violence; that all men are equally entitled to the free exercise of religion according to the dictates of conscience; and that it is the mutual duty of all to practise justice, love, and charity towards each other.

Slavery nor involuntary servitude, except as lawful imprisonment for crime, shall exist within this state.

All persons of the state are hereby declared to possess equal civil and political rights and public privileges.

Nothing contained in this bill of rights shall not be construed to limit the powers of the people not therein expressed.

The declaration of the political rights and privileges of the inhabitants of this state is hereby declared to be a part of the constitution of this commonwealth, and shall not be violated on any pretence whatever.

ARTICLE II.

DIVISION OF POWERS.

The legislative, executive, and judiciary departments shall be separate and distinct, so that neither exercise the powers properly belonging to either of the others; and shall any person exercise the power of more than one of them at the same time, except as hereinafter provided.

ARTICLE III.

ELECTIVE FRANCHISE AND QUALIFICATIONS FOR OFFICE.

SEC. 1. Every male citizen of the United States, twenty-one years old, who shall have been a resident of the State twelve months, and of the county, city, or town in which he shall offer to vote, three months next preceding any election, shall be entitled to vote for members of the general assembly, and all officers elected by the people: provided that no officer, soldier, seaman, or marine of the United States army or navy, shall be considered a resident of this state by reason of being stationed therein: and provided, also, that the following persons shall be excluded from voting:

First. Idiots and lunatics.

Second. Persons convicted of bribery in any election, embezzlement of public funds, treason, felony, or petit larceny.

Third. No person who, while a citizen of this state, has since the adoption of this constitution, fought a duel with a deadly weapon, sent or accepted a challenge to fight a duel with a deadly weapon, either within or beyond the boundaries of this State, or knowingly conveyed a challenge, or aided or assisted in any manner in fighting a duel, shall be allowed to vote or hold any office of honor, profit or trust under this constitution.

SEC. 2. All elections shall be by ballot, and all persons entitled to vote shall be eligible to any office within the gift of the people, except as restricted in this constitution.

SEC. 3. All persons entitled to vote and hold office, and none others, shall be eligible to sit as jurors.

SEC. 4.* No voter, during the time of holding any election at which he is entitled to vote, shall be compelled to perform military service, except in time of war or public danger, to work upon public roads, or to attend any court as suitor, juror or witness; and no voter shall be subject to arrest, under any civil process, during his attendance at elections, or in going to or returning from them.

*Change of the numbers of sections 5 and 6 to 4 and 5 rendered necessary by striking out section 4. Article III.

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No. 6.

THE EDUCATIONAL JOURNAL OF VIRGINIA.

Editor - - - - WM. F. FOX.

Editor of Official Department,
Superintendent Public Instruction.

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THE ional Journal of Virginia.

Richmond, Va., June, 1884.

No. 6.

What are Normal Schools in Fact?

A REPORT BY W. H. RUFFNER, LL.D.

y, a Normal School should be wholly technical; that
e in it should be pedagogical, as distinguished from
n order to realize this idea, however, there must be a
ous preparation of the students in the best schools of
g.

ter understood than formerly, that the more liberal the
the abler will be the primary as well as the higher
e trained teachers. In Scotland the primary teacher is
nerally, a University graduate. And the law requires
ers of teachers must be "professors in a Scotch Uni-
hers of distinction in a higher class of public schools."
e is based not only on the usefulness of varied and
nowledge in throwing light upon the simplest elements,
act that the best development of the teacher's powers
liberal education.

al branches of a Normal School are educational psy-
and hygiene, the history and methods of teaching:
y, and observation and exercise in practical teaching,
the present comparatively undeveloped state of peda-
be comprised in a course of one year.

however, that this ideal may be realized in a public school
grades of instruction must be well provided for, not
n but in fact—that is to say, primary schools and high
, if not colleges, must be everywhere within reach, and
in these schools must be conducted by the most im-
ls and in the most thorough manner. The graduates
ools would require only a brief course of strictly pro-
ction to fit them for the work of teaching.

t that in some of our American cities this happy con-

dition exists. Hence we find in Washington, New Haven, Boston, &c., Normal Schools, usually under the name of Training Schools, where the instruction is almost exclusively technical, in the narrow sense of the word technical. The school of practice is the chief feature, and the professional instruction consists largely of an elucidation of school-room methods.

A varying amount of didactic philosophy, however, is wrought into the course, and this, as well as other studies, is sometimes conducted topically, and on the University investigation method. The systematic order is avoided, and questions are propounded which the students are expected to investigate, and at recitation to elucidate. Colonel Parker has said some things which might be plead in defence of this plan.

The subject of Object-Teaching is magnified and employed as a means of introducing scrap-knowledge on a multitude of scientific topics. It seems to be an effort to embody Agassiz's and Huxley's views of science as the gateway of knowledge, and is carried to ridiculous lengths in a certain school supported by private means in Boston. This is, however, a mere travesty of the views of those eminent scientists. In some training schools, notably at New Haven, the objective method is ably employed in due proportion.

The theory of such city training schools as we said is right in its radical principle—namely, that independent thought should be cultivated by independent observation, investigation and reasoning; but in order that the resulting freedom or independence of mind may be rightly restrained or directed, it would seem that there should be less eclecticism of method, and more systematic philosophy. With a soundly constructed normal course, the city training school in such cities as those named might be strictly professional, because the students come from the high school after a long course of education conducted by good teachers, employing the best methods.

But such cities, even among cities, are exceptional, and they do not present the conditions on which a State Normal School anywhere can base its system of instruction. Nowhere have we found or heard of a State Normal School which could assume the previous education of its students.

The same conditions, differing only in degree, are found in Massachusetts, Connecticut, New York, Pennsylvania and other States, where public schools have longest existed, that are found in States new in the work of public education. Whilst in each State there are some centres where the preparatory education is satisfactory, and

ing in some States is better than in others, there is no best teaching prevails so generally as to allow the to dispense entirely with studies which properly belong

The applicants come professing to have mastered , whereas in fact the most of them have mastered y have gone over, and have never pretended to study which are taught in some grades of the public schools ces, and not in others, but which are properly re- educators as essential to the professional teacher.

ance examination is required in the primary branches, imperfectly prepared even on these branches, whilst of many other essential branches, must of necessity order to have a school at all. The Normal School o a large extent educate its students academically, as onally; for it is on these students thus educated and e must chiefly rely for so improving the common nately they will be able to furnish the necessary pre-normal course. In any view of the case the Normal fford to put its stamp upon an inferior product. Its mean thorough education as far as claimed.

Normal Schools have different courses—not necessarily ascending grades—some regular courses, and others lized, in order both to supply deficiencies in previous qualify for teaching special branches.

School law of Pennsylvania embodies the best established, not universally received, sentiment of the country in courses of study which should be provided in a State

These courses are three in number—namely, the Scientific, and the Classical: the titles suggesting that ended to qualify exclusively for teaching a primary and for the teaching of science, including mathematics, or general work in the high school. The last, however, course differs from the scientific course only by the in and Greek, with such omissions as will allow of se studies without extending the time beyond two he period allotted to each course.

course is embodied in a curriculum, there is flexibility those who are already prepared on certain branches hers, and thus shorten the period of study, and in modate such irregulars, graduation is allowed in the s at the end of each session.

The courses at Oswego, New York, are somewhat different from the Pennsylvania standard. At this famous school there is an Elementary English course of two years, an Advanced English course of two years, and a Classical course of *three* years. Scientific studies are prominent in all the courses.

The Massachusetts Normal Schools are required by uniform regulation to have two courses—one of two years, followed by one of four years. So far as observed the first course does not include any foreign language, ancient or modern, but embodies the beginnings of all the other studies pursued in the advanced course.

In the Connecticut State Normal School we find only a two years' course of English studies, much being expected in respect to previous preparation.

The Western States are multiplying Normal Schools, some of which are reported to be very good, but there seems to be great diversity as to their courses of study, and we were not able to visit any of them.

In some Normal Schools the Model School attached is used for the education, both primary and advanced, of such pupils as are seeking only a general education—hence, besides the ordinary primary branches we find in these schools vocal music, drawing, book-keeping, physiology, rhetoric, botany, physics, chemistry, geology, natural history, psychology, Latin, French, &c., but more commonly advanced general education is sought in the Normal School itself.

THE MODEL SCHOOL AND THE SCHOOL OF PRACTICE.

In the second or senior year of the elementary course the normal students are required first to observe, and then to teach in the primary school attached to the Normal School. This primary school is usually called the Model School, for the moral effect of the name; whereas, in practice, it is the school of practice as well as of observation, and therefore cannot be, in the strict sense, a Model School. The only sense in which the term Model is properly applicable to any school is the secondary sense of *pattern* or example worthy of imitation. Such a school should be as nearly as possible a perfect school, and this cannot be unless taught exclusively by the best teachers. Under this idea the normal students are excluded in some places, as at Westfield, Massachusetts, from all participation in the management or instruction of such schools, they being allowed only to observe.

But it is almost universally admitted that actual teaching, under the

experienced professional teacher, should be regarded as an
of the training of a normal student, and in nearly all,
in all Normal Schools, a varying amount of school-
is allowed and required of the students during the last
months preceding graduation. Formerly the instruction
in the Model School was only partially in the hands of the students.
In the best schools the teaching is done exclusively by
seniors, under the eye of a critic, who passes from room
to room, and occasionally assisting by way of illustration,
and criticism for a private meeting of the seniors, which is
held in the afternoon immediately after the dismissal of the Model
School. An example of this system is to be seen at Oswego, New

York. This seeming incongruity between the name and the
fact that the children in these schools are usually better
than they are in the outside schools, and for the following

reason: The enthusiasm of the student-teacher, who is thus
for the first time to put in practice what he has been study-

ing, and usually the greater fullness and accuracy of
his work, and the superiority of his methods, which come from
the improvements going on in professional education.

That his work is done under the supervision of a super-
visor forms a part of his trials for graduation.

Superior appliances for instruction found in well-equipped
schools.

Exclusion of all who have shown their inability to make

The best uses of a Normal School is to test the abilities of
the line of teaching, and to stop the further efforts of
who is seen to lack the essentials of a good teacher.
They drop out at various points in the course, and they are
not to teach in the Model School after their incompetency
is ascertained.

Further, all these things are believed to indemnify the
parent at any cost of time and money in sending their children
to the Model School. As a matter of experience, these
schools are generally well supplied with pupils, who in many cases
pay no fees. The fees in the Maryland Model School
run up to \$75 a year for each pupil, and not only pay ex-

penses, but add largely to the general funds of the institution. A few years ago the tuition fees in the Normal Model School of New Jersey amounted to \$10,600. These large figures could not be expected anywhere but in cities.

Theoretically, a Normal School should have both a Model School in the full sense and a School of Practice—one of which might be a pay school on account of its extra cost and exceptional superiority, and the other a public free school. Under proper management the School of Practice might greatly surpass in excellence the great majority of public schools. And it may be said also, that for reasons already given, a model pay-school, used as a School of Practice, may be made greatly superior to the pay-schools usually met with.

CONDITIONS OF ENTRANCE.

An age of sixteen, and in some cases seventeen years, a competent knowledge of the six primary branches, good health and character, and intention to teach in the State, are universally required of State students for entrance. The students usually must be recommended by public school authorities, but where accommodations are ample this is not always required. The entrance examinations are sometimes held in different parts of the State, so as to make selection of the best candidates, and to save expense to those who might be rejected after reaching the school. Commonly no tuition fees are charged to such as enter in regular course.

There are exceptions to this statement however, which need not here be dwelt upon. In some cases entrance fees are charged, and the money gradually refunded during the year, and even extra allowances are made toward the end of the course to those who have signed an obligation to teach in the public schools, so that the graduate has not only fees, but also travelling expenses refunded, with possibly a few dollars over. The school at Millersville, Pennsylvania, which was until lately under the charge of Dr. Edward Brooks, gives example of this refunding and premium method.

BOARDING.

As to the living accommodations of the students both opinions and practice differ. No case has been observed in which any provision for boarding is made in Normal Schools situate in large cities. But at the Oswego school, which is in a city of considerable size, a boarding house is kept for girls, and the male students are left to

elves. This arrangement is often met with where both the school. At Millersville, Pennsylvania, it is constant that the students should all board in the institution. There is a boarding house for males and one for females in the institution, and all, to the number of some five or six hundred, take their meals together. The charges more than cover cost. Special privileges outside, such as messing clubs, are allowed. The mess department is usually a troublesome feature. It is a feature which every student feels at liberty to complain, for every student seeks a minimum comfort for minimum cost. As to the interest of the female students particularly, they would live where they can pursue their studies unmolested, but where their own strong social impulses may be suitably satisfied. This can best be done in a boarding house controlled and supervised by the faculty of the institution. Next best to this are messing houses, which come under regulations dictated by the authorities. Where messing clubs are allowed, they are controlled in like manner. Such regulations are more strict with young ladies than with young men, because they are more socially inclined, but they are more liable to be imposed on and are less able to protect themselves.

RULES AND REGULATIONS.

There must, of course, be rules and regulations in order to harmonize the proceedings, but in the best schools the rules are few. Students know how to behave themselves, and the students are generally well behaved, and naturally create a good environment in the institution, which demands good manners and respect from all. It is universally understood that any student who offends must make reparation, and if he or she is not willing to recognize for misbehaviour, and to behave habitually as a student should, such a one must leave the institution. And the student must not be with the idle and incompetent. Continued presence at the institution implies good behaviour and successful study.

RELIGIOUS EXERCISES.

Observed religious exercises are universal in Normal Schools. At least to the extent of a short season of worship once a year. There are variations as to the fullness of this exercise. A few verses of Scripture (in some institutions always

from the Psalms) and the Lord's Prayer constitute the whole religious feature in some schools. In others—notably in Pennsylvania and Connecticut—we observed a full and hearty Christian tone. The New Testament as well as the Old was read freely. The singing was truly devotional, and the prayers were full, and unreservedly Christian throughout. And besides the daily worship were Bible classes, Prayer meetings, Sunday schools and Sunday discourses. The attendance on the most of these is voluntary, and, where compulsory, a student would be excused on the request of parents. We have not heard of any trouble on the point of religious observance.

THE STATE NORMAL SCHOOL OF VIRGINIA.

The Virginia Normal School should not be materially different from the best Normal Schools elsewhere. The aims of all are the same, and conditions similar. If after studying many we should succeed in making any improvement so much the better. But the substantial agreement among educators everywhere, as to what a State Normal School ought to be, seems to forbid any attempt at singularity in our enterprise.

It is easy to make up a programme on paper, but the actual school in the beginning must take its detailed shape from the character of the material that is sent to us. Our first business will be to find out what these people know, and what they need to be taught, in order to prepare them for successful teaching.

Of course we must have our standard of admission—say a competent knowledge of orthography, reading, writing, arithmetic, geography and English grammar, but we must accept the standard of graduation in the country schools as our standard of entrance, and we will find this to mean ordinarily a very imperfect knowledge of the branches, too imperfect to be employed as the basis of normal teaching without review.

Hence it will be necessary to review, in part at least, all the primary studies. These studies, apart from their general uses, constitute the raw material out of which methods are made. Manifestly we cannot give the best methods of teaching arithmetic and geography to persons who do not themselves understand the first principles of arithmetic and geography; and so of other things, lower and higher. Hence if such persons come to us we must either reject them, which would end in closing our doors, or else impart to them the necessary knowledge. In the review of these studies attention should be given

mentary principles, which are most apt to be neglected in schools. The teaching in our primary schools throughout the country has improved, and no doubt will continue to improve, as distant when the Normal School can accept their work as fully satisfactory. This day, as heretofore intimated, has not yet come in any State, not even in those which have had normal schools over two hundred years. Indeed the constant growth of knowledge in both theory and practice, must keep the Normal School

the age for admission at sixteen and upwards, in addition to the attainments, we are thus assured of a maturity of mind which enables the student to grasp readily fundamental principles and to move rapidly over the review studies, gathering knowledge by example as well as by formal exposition.

It is found that this review of studies, in connection with the practice of teaching them, will be most highly appreciated by those who have had experience enough in teaching to learn the value of the profession without having kept at it long enough to learn their own ways.

It may be set down, as first principles in the school work, that the student must be well grounded in the knowledge of the branches of study which enable him to be regarded as competent to teach, and in the best methods of teaching.

And this work, with practice in teaching, must constitute the elementary English course of two years.

These lines of study should, for the general culture of the student, be pursued, even in the elementary course, beyond the limits of the ordinary curriculum. As Dr. McG. said: "A teacher should not take the last sixpence out of his pocket." In the language of the student, elocution and composition should be made more effective and there should be some initiation into the fields of literature. Whether any introduction should be made into the study of language is a question which perhaps should be decided by the student. It is ascertained whether there be time for it.

Mathematics should be carried as far into Algebra and Trigonometrical studies and a due proportion of time will

Science geographical studies should have the preference, which should come hygienic physiology, and so much of the scientific studies as can be introduced with profit. In this course, the most that we can hope for in the line of such studies, as physics, zoology, mineralogy, etc., is to show how they may

be made useful in giving *object lessons* to children, and in exciting the desire, in both teacher and children, to learn more of nature, and to study those sciences which expound the wonderful works of God.

The amount of *History* pursued must be regulated, particularly in the beginning, by the previous acquirements of the students. If general history can be introduced so much the better; but it will probably be found that the time which can be allotted to this class of studies will be consumed by United States History and Constitution, and by special Virginia History, Constitution, municipal law and school law; to which might some day be added *criminal* law, as suggested by Gratz Brown.

The *arts* of Penmanship, Linear Drawing, Vocal Music, Calisthenics and Book-keeping by single entry should be taught.

Didactics, or the Theory and Practice of Teaching, should constitute the dominant idea of the school, and should make itself felt in every class room, and in the study of every subject. If the teaching of the ordinary branches be done in the best manner, the student receives by example a good lesson in teaching with every recitation, and every instructor is expected to keep uppermost in the class room the pedagogical idea. Every topic is studied with reference to its use in the school room; and this is an amazing help in securing clearness of understanding and clearness of statement in the student.

But *education* must, of course, be taught as a special subject in all its relations—historical, philosophical and practical. So much of the educational side of Mental Science, the practical side of Ethics, and the relations between the mental and the physical, as time will admit, may be brought into the elementary course. But during this period the philosophy and history of the subject must yield to instruction and drill in the best methods of teaching the primary branches. School organization and discipline, school apparatus and furniture, school architecture, and all else included under the general title of School Economy, must form a part of the elementary course.

Such are the subjects which should be wrought into a two years course, at the end of which a diploma should be given, which should be accepted as a license to teach a primary (including grammar) school in any part of the State without farther examination, for, say, three years.

Such students as have been exceptionally well taught before coming might be allowed to graduate on this course in one year but never in less than one year.

It is best perhaps to leave this branch of the subject at this point

ing the studies into a working scheme, as this would be changed to fit the actual school we may have to

Elementary, there should be an *Advanced Course*, can should be advised to take for its liberalizing and effects, as well as for qualifying them to teach the es. This course as to the bulk of its subject-matter, r materially from an ordinary high school course. uage, Mathematics and Natural Science are carried her languages introduced. In the manner of teaching e Normal methods should be followed so far as prac- ough the best methods of teaching the higher branches distinct study.

e of Education, in the Advanced Course, should be er into its Metaphysical, Ethical, Physical and His- s and relations; and its applications in the field of d be more specialized—that is, adapted more specially racies of individual children. The highest attainment ot reached until the teacher is able to make a special pupil, and to form an ideal representing the perfected e pupil—hold it up before him for his study and imi- cate him up to the ideal. How to form this ideal, how ucation, how to get control of the wild nature, and by ulture to balance and strengthen its powers until the best possible. In each case this is the deepest study t work of the teacher.

ms, as these and others that might be mentioned, higher grades of didactic study.

y considered a special branch of the general subject of what will be the all-embracing subject at last, is rapidly finite shape. It is one which was urged by the pres- the attention of the Virginia Educational Association e, and also on the attention of the National Educational ht years ago, at its meeting in Baltimore. It was dis- the title of *Ethology*, a name first suggested by John d intended as the name of a proposed science which y the laws which regulate the formation of individual ese laws are known, but they have not been arranged as unquestionably they should be and will be; and until will be impossible to subject the moral nature of a pupil ic and careful training that we apply to the intellectual

nature. And our educational system must be deficient in symmetry until teachers are trained to understand that the true end and aim of education is the development of character in its broadest sense.

NOTE.—The above is from a report made to the Normal School Board at its meeting in Farmville June 10, and is published in the *EDUCATIONAL JOURNAL* by request of members of the Board. The latter part of the report is omitted because it presents a number of details which would not be likely to interest the public.

W. H. R.

American Life—Its Influence on the Public Schools.

SUPERINTENDENT R. A. HINSDALE'S ADDRESS.

[The following address was delivered by Superintendent Hinsdale on the formal dedication of the new West Side High School building, Cleveland, Ohio, June 12th, 1884.]

There are several reasons, Mr. President, why it gives me peculiar pleasure to be present on this occasion, and to participate in these exercises. A statement of these reasons will form the staple of my brief address:

First. I am glad to be here because the completion of this building, and its dedication to the work for which it has been built, is an important event in itself. While the school system of the city is a unit in organization, in studies, and in spirit, there is still a sense in which the West High School is the crown of the West Side and South Side schools. It is true that this school has an honorable history of more than a quarter of a century, as Mr. Hopkinson will tell us; true that it has long done a laborious and useful work in the old home that is now to be abandoned; but that home has been so long outgrown, and the demand for larger room and better facilities has been so urgent, that I cannot hesitate to describe the abandonment of the old building, and the opening of this new one, as an event in the educational history of this community well worthy of this public recognition. I therefore congratulate the pupils and teachers of the West High School—I congratulate the pupils in the grades below, who are looking with interest and expectancy to this school—I congratulate this whole community on the dedication of this building, so commodious and so well fitted to its work, to the cause of high school education.

Then, secondly. I welcome this occasion because it brings here this large, intelligent and representative audience, and holds them face to face for an evening with the subject of popular education. Mr. President, I have for several years seen and deplored the tendency of the public and public school teachers to separate from each other in interest and in sympathies. Possibly some will say what I see is imaginary, but to me it is a real and practical fact. Schools and pupils and teachers multiply apace, and the public expends on them constantly increasing sums of money; but these facts do not prove that the people and the schools are in that close accord and active sympathy which are so desirable and so necessary to the best results. I cannot resist the impression that the personal interest of citizens generally in schools has declined; that they understand and appreciate the work done in the schools less perfectly than in former years, and that the schools are more and more left to boards of education on the one part and to professional teachers on the other. Visits of inspection to the schools become fewer as the population increases. One of the super-

common experiences is to find that parents of high intelligence and not know even the names of their childrens' teachers. The public interest in gatherings of teachers, institutes, associations, and conventional meetings were formerly attended by many citizens, some of themselves interested participants in the exercises, they are now made up of teachers and their personal following. Except one man, wholly employed in the work, I can think of no clergyman who ever spoke at the Northeastern Ohio Teachers' Association; nor can I think of a physician, or a man of affairs who has appeared on the programme of such meetings for several years. Moreover, while the public are handing over the management of the schools over to teachers, they are at the same time taking a diminishing part in all legislative matters pertaining to schools. Verily it seems that the teachers of Ohio have less weight with the public now than they had thirty years ago. Now, if the fact be as I suppose, a tendency on the part of public and teachers to grow apart—what is the question I cannot answer, except to speak of the growth of the public in American society and the increasing absorption of all classes into the schools. Again, if my view of the case is right, then such an occasion is doubly welcomed; welcomed because it marks a step in education, welcomed because it brings teachers and pupils and patrons together, interests, views, and tendencies that belong to them in common. Glad to be here because it gives me an opportunity to say to these people through the press to a still larger audience, some words concerning the most commonly made with the public schools. It is alleged that the schools are forcing methods; that the schools are hothouses; that the body and mind is too strong; that time is not taken to do the work; too much is attempted; that the mental temperature is too high—these all mean much the same thing, but that may properly be stated separately and put the main thought in different forms. Without insisting upon the fact that there are schools and schools; that what is true of one school is true of another, I wish to dispose of the whole issue in a frank statement of the facts. The following propositions will sum up all the criticisms.

Education is a part of American life; the American school is instinctive of American society, and it beats with the same pulse. What, then, is the society, in so far as we are here concerned with it?

Harris: "The race to which we as a people belong is not an inert mass at its history, and study the magnitude and quality of its achievement. What has it done all this? What would it have done if it had not had ambition and much heart-hunger? Have not the Anglo-Saxon and the most discontented of races on the planet? What contented man has accomplished anything for which mankind are the better? Our workman is the workman who is looking beyond the machine he is using to the machine he has conceived in his mind. Arkwright, Whitney, Fulton, and Bessemer are held in high honor as heroes in the conquest

Hall shows that Americans are the most discontented and restless

division of the Saxon-Norman race. Speaking of an American's first impressions on returning home from Germany, he says :

"We breathe a trifle faster [than the German], the heart beats somewhat quicker, and all vital processes are accelerated. We consume our reserve physical forces, and overdo more frequently, easily, and unconsciously. The nervous system begins to grow more active, and perhaps we feel less poise ; a slight sense of restlessness and haste grows not infrequently on a nervous person. In some cases beer and wine, which may have been used constantly with impunity abroad, must be given up on returning. If we rest, we find ourselves beating time with hands, feet or head ; or, instead of storing it up, love to let our surplus energy trickle off by the intermittent propulsion of a rocking-chair—an abomination almost unknown on the Continent. Our very speech often seems a trifle more rapid and emphatic ; and our gestures, if we are in the habit of gesticulating, are a little more florid and demonstrative. The appetite improves, digestion is quite commonly better, and ladies have assured me that their complexions were benefited on returning. I have seen a file of one hundred and fifty small German boys just as they marched out of the school-house at noon, almost unbroken a quarter of a mile away ; and I observed several hundred little girls at the Victoria School in Berlin, during an out-door recess, and did not see one run, or skip, or do anything a lady might not have done, although they were allowed perfect freedom. Here, even older school girls play very active and often exciting games, or, what is worse, get together and giggle uncontrollably ; this, for a type of constitution quite common here, is nothing less than a mild form of debauch. Pedestrians, cars, and even horses, go faster. Feelings, passions, desires and ambitions are more intense, and expressed with less restraint, and most of them gratified more freely. For any other temperament the alternative of teetotalism or inebriation would be absurd ; here it is often real and pressing. Finally, every young man feels that if he do not become President, it will be because he did not try to be, or else because his own abilities are at fault. These are some of the causes why we are the most sanguine, the brightest, most plucky, and perhaps most cheerful, people in the world."

Our inherited Saxon push, our physical environment, our boundless opportunities, and the character of our institutions, in respect to courage, audacity, enterprise, and many forms of achievement, make us a people by ourselves. It would be hard to name a field of life in which our characteristic energy, impatience and nervousness do not show themselves. It is notorious that the average American attempts more work and does more work, than any other average man in the world. To quote Dr. Hall once more :

"Again, we are perhaps the hardest workers in the world. Whatever he may say of its quality, the German official or man of business is always appalled at the quantity of work his compeer here can turn off in a given time. We may be born larger, carry less flesh, mature earlier, dry up and decay younger, than the Germans ; but in despatch, executive ability, impromptu practical judgment, we as far excel them as they excel us in science and philosophy. Business here seems to not a few Germans of average intelligence with whom I have conversed, only as a grand money hunt, which is so absorbing that it leaves men no leisure for culture, domestic enjoyment, or even for needed rest, eating, etc. The most popular of even our festivals, it is said, is an industrial exposition. No nation so young was ever so rich, although less wealth has ruined maturer ones."

perfectly well understood abroad. America is a gauge for meso-
cretic communities of the Old World. Lancashire, Eng., is some-
times called "America and water." We suspect it is "America and very little
alter Bagehot. "In its own pursuits, in commerce, we question
itself is more intensely eager than Liverpool; at any rate, it is
how it can be." Mr. Herbert Spencer's remarks at the dinner
New York, in December, 1882, have not yet been forgotten, and I need

charged a good deal to the American spirit; but, fortunately, has
with more. It has wrought some harm, but more good. Unfor-
tunately appear in the highest fields of effort, where time and labor
—in science, literature, philosophy, art and education. Powers,
wondering why he worked in Rome and not in the United States, said
America is too ardent and impatient for high art; that in America one
"crack of the whip behind him;" that an artist cannot live
without sharing its spirit; and that in consequence he sought the
of Rome. The tension in our schools is too high, to the extent
our business and of our social life is too high. I mean relatively,
the popular school should partake of the popular genius is perfectly
true; but the proposition that public school teachers
serve of their own, which they have filled with new methods and a
when we come to look at it will not bear examination.

interesting to raise the question: How do our public schools com-
pare their genius, with our other schools? I answer, the prevalent spirit
our education as a whole. Among its signs are meagre prepara-
tory courses of study, superficial teaching, the disposition to equal-
ize "commencements," to hold that a degree is a degree, and a
large and the large patronage of the poorest of the colleges. Other
signs are the growth of schools of high-sounding names and of lofty pre-
tensions for poor education, thereby increasing the demand.
How many "normal schools" and "institutes" there are in the
country to do the work of a college in a better way in one-half or one-
third. Still other signs of the same spirit are our schools of law and of
medicine, are below our colleges. The theological schools are on
all respects the preparation that they require and the training that they
receive they are more widely separated from affairs.

Characteristic American spirit get into the American school? Mainly
in, much of it flowed in unconsciously to all parties. The teach-
ers share this spirit; they have the greater activity and less poise, the
energy and the accelerated vital processes that belong to the vast society
they come. Secondly, the prevalent spirit has been poured into the
country and consciously by the public; the expanded courses of study
and attenuated teaching, the anxiety to promote pupils from grade to
grade comes from conscious effort, is more the work of the public than of
the direct sense the same is true of the frequent examinations and
examinants to study that are sometimes employed. Teachers as a class
are in two particulars. They are the professional popular educators

of the country; they are supposed to have expert knowledge of their work; and it may be said they should have offered a firmer resistance to outside pressure. Further, it must be said that teachers have sometimes led the movement for wider expansion and stronger stimulation. Naturally, teachers magnify their work, like other people; they like to succeed, and do not like to fail; and they have sometimes fallen into the mistake of measuring success and failure by wrong standards—confounding ends and means.

It is not sufficiently considered that the school is a much more prominent factor in society than it was a generation or two ago. It occupies more of the child's time, absorbs more of his energy, and fills an altogether larger place in his life. Then the graded system has some evil to answer for, as well as much good. It makes the sense of disappointment arising from failure to secure promotions especially keen and bitter. In the old-fashioned school the steps of the child's progress were not very plainly marked. Now, however, they are clearly disclosed to everybody who cares to see them; and the fear of failure "to pass" sometimes becomes a demon disturbing the peace of households. Demands that children who have failed shall "be passed," are frequently and persistently made at the Superintendent's office. Some parents seem to think that position or grade, and not preparation and fitness, is the great matter, and they regard the superintendent or teacher who refuses promotion as a selfish and cruel gatekeeper, who denies the child entrance to green fields filled with golden fruits. There is, indeed, nothing blameworthy in the ambition of pupils and parents; kept within bounds it is worthy of all praise; lack of ambition means lack of effort and progress, and is essentially un-American; but whereas some parents would render good service to their children by more stimulation, others would render good service by repressing energies that are now over excited.

I shall cherish the hope, Mr. President, that these remarks may lead to thought of these important subjects—especially the need of fuller co-operation between citizen school boards and teachers, in the grand work. On a former occasion I ventured to call the public, the board, and the teacher the "three estates of the public school realm," and asserted that the health and happiness and progress of the realm can be promoted only by the joint and combined efforts of all the estates.

What is a Liberal Education?*

The general growth of knowledge and the rise of new literature, arts and sciences during the past two hundred and fifty years have made it necessary to define and liberal education, and hence to enlarge the signification of the degree of bachelor of arts, which is the customary evidence of a liberal education. Already the meaning of this ancient degree has quietly undergone many serious modifications; it ought now to be fundamentally and openly changed.

The course of study which terminates in the degree of bachelor of arts ordinarily covers from seven to ten years, of which four are spent in college and three to six

* This paper was read on the 22d of February last before the members of the Johns Hopkins University, an institution which from the start has effectually promoted many of the reforms herein advocated.

ing course is, for my present purpose, to be considered as a whole. I state, first, that the number of school and college studies admissible for rank for this highly valued degree needs to be much enlarged; secondly, that among admissible subjects a considerable range of choice should be permitted at an earlier age than that at which choice is now generally permitted; and, thirdly, that the existing order of studies should be changed in important re-

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which, as I conceive, is entitled to recognition as of equal account with any subject now most honored, is the English language and literature. When Greek began to revive in Europe, English was just acquiring a rank. When Greek had won its present rank among the liberal arts, when the English language was formed, and English literature was the greatest of modern literatures. How does it stand now, with its poets, philosophers, historians, commentators, critics, satirists, dramatists and orators? It cannot be doubted that English literature is beyond comparison the amplest, most various, and most splendid literature which the world has; and it is enough to say of the English language that it is the greatest of literatures. Greek literature compares with English as Homer compares with Shakespeare—that is, as infantile with adult civilization. It may further be said that English is a language that it is the native tongue of nations which are pre-eminently distinguished by force of character, enterprise, and wealth, and whose political institutions have a higher moral interest and greater promise than any which the world has hitherto invented. To the original creations of English genius are translated into English of all the masterpieces of other literatures, Greek, Latin, and French. It is a very rare scholar who has not learned much more about the Greeks or the Romans through English than through Hebrew, Greek

and all this wonderful treasure within reach of our youth, what is the position of English in our schools and colleges in regard to teaching English? Has English the foremost place in the programmes of schools? By no means. At the subordinate place, and in many schools no place at all. Does English have the same position in our colleges? By no means; not in the estimation of the teachers, nor in the consideration in which the subject is held by the students, nor in the time which may be devoted to it by a student. Until within a few years the American colleges made no requirement for admission in regard to knowledge of English; and now they make a small requirement in English, the chief result of the examination being to demonstrate the woful ignorance of their own language and literature of the picked youth of the country. Shall we be told, as usual, that the best way to learn English is to study Latin and Greek? The answer is, no; it does not corroborate this improbable hypothesis. American youth in the study of Latin and Greek, but do not thereby learn English. Moreover, the same is obviously inapplicable to the literatures. Shall we also be told, as usual, that the best way to learn English is to study the native language? The answer is, no; the Greek mind trained in language? Shall we be told that knowledge of the native language should be picked up without systematic effort? The an-

swer is—first, that as a matter of fact this knowledge is not picked up by American youth; and, secondly, that there never was any good reason to suppose that it would be, the acquisition of a competent knowledge of English literature being not an easy but a laborious undertaking for an average youth—not a matter of entertaining reading, but of serious study. Indeed, there is no subject in which competent guidance and systematic instruction are of greater value. For ten years past Harvard University has been trying, first, to stimulate the preparatory schools to give attention to English, and secondly, to develop and improve its own instruction in that department; but its success has thus far been very moderate. So little attention is paid to English at the preparatory schools that half of the time, labor and money which the University spends upon English must be devoted to the mere elements of the subject. Moreover, this very year at Harvard less than half as much instruction, of proper university grade, is offered in English as in Greek or in Latin. The experience of all other colleges and universities resembles in this respect that of Harvard.

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The next subjects for which I claim a position of academic equality with Greek and Latin and Mathematics are French and German. This claim rests not on the usefulness of these languages to couriers, tourists, or commercial travelers, and not on their merit as languages, but on the magnitude and worth of the literatures, and on the unquestionable fact that facility in reading these languages is absolutely indispensable to a scholar, whatever may be his department of study. Until within one hundred or one hundred and fifty years, scholarship had a common language, the Latin; so that scholars of all the European nationalities had a perfect means of communication, whether in speaking, writing, or printing. But the cultivation of the spirit of nationality, and the development of national literatures, have brought about the abandonment of Latin as the common language of learning, and imposed on every student who would go beyond the elements of his subject the necessity of acquiring at least a reading knowledge of French and German, besides Latin. Indeed, the advanced student of our day can dispense with Latin better than with French, German, or English; for, although the antiquated publications in any science may be printed in Latin, the recent (which will probably contain all that is best in the old) will be found printed in one of these modern languages. I cannot state too strongly the indispensableness of both French and German to the American or English student. Without these languages he will be much worse off in respect to communicating with his contemporaries than was the student of the seventeenth century who could read and speak Latin; for through Latin the student of the year 1684 could put himself into direct communication with all contemporary learning. So far as I know, there is no difference of opinion among American scholars as to the need of mastering these two languages in youth. The philologists, archæologists, metaphysicians, physicians, physicists, naturalists, chemists, economists, engineers, architects, artists, and musicians, all agree that a knowledge of these languages is indispensable to the intelligent pursuit of any one of their respective subjects beyond its elements. Every college professor who gives a thorough course of instruction—no matter in what department—finds himself obliged to refer his pupils to French and German authorities. In the reference library of any modern laboratory, whether of chemistry, physics, physiology, pathology, botany or zoology, a large proportion of the books will be found to be in French or German. The working library of the philologist, archæol-

teaches the same lesson. Without a knowledge of these two languages, it is impossible to get at the experience of the world upon any modern industrial or financial question, or to master any profession which depends upon modern science. I urge no utilitarian argument, but rest the claims of the German for admission to complete academic equality on the copiousness of his literatures, and the indispensableness of the languages to all

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ct which demands an entirely different position from that it now occupies. The modern study of history—the study of the passions, opinions, and institutions of different races or communities, and of the joys, sorrows, and achievements of mankind. Philology and polite literature are the “humanities”; but what study can so justly claim that honor as history which deals with the actual experience on this earth of social man? What kind of knowledge can be so useful to a legislator, administrator, publicist, philanthropist or philosopher as a well-ordered history? If the humanity or liberality of a study depends upon its relation to the intellectual and moral interests of the student, quicken his mind, lead him to the side of truth and virtue, and make him loathe falsehood, history can be more humane or liberal than history. These being the just grounds in general, the history of the community and nation to which we belong, pressing claim upon our attention. That study shows the young man the national honor and dishonor: sets before them the national failings, weakens them against future dangers by exhibiting the losses and sufferings; enshrines in their hearts the national heroes; and strengthens in them the love of country. One would naturally suppose that the history of Greece and England, at least, would hold an important place in the program of American schools and colleges, and that no subject would occupy a more important place in the best colleges and universities than history in respect to the number of its teachers. The facts do not accord with this natural supposition. A majority of American colleges (there are nearly four hundred of them) have no requirements in history for admission, and have no teacher of history. It can be imagined that this can be true only of inferior colleges, I will not say of old and well-established a college as Dartmouth there is no teacher of history or professor, tutor, or temporary instructor; while in so excellent an institution there is only one professor of history against three of Greek, and the professor includes political science with history in his teaching. No college which calls itself a college expects to do without a professor of Greek, or of mathematics; but nearly all of them do without a teacher of history. The college governs the preparatory schools. When young men are asked in historical study ask me if it would be advisable for them to fit themselves for a livelihood, I am obliged to say that it would be the duty of the nation on their part, there being only an infinitesimal demand for teachers of history in our whole country. This humiliated condition of the study is made the more conspicuous by the old practice, which still obtains at Harvard College, for instance, of demanding from all candidates for

admission a small amount of Greek and Roman history—as much as a clever boy could commit to memory in three or four days. One hardly knows which most to wonder at in this requirement, the selection of topic or the minuteness of the amount. Is it not plain that the great subject of history holds no proper place in American education?

Closely allied to the study of history is the study of the new science called political economy, or public economics. I say the new science, because Smith's "Wealth of Nations" was not published until 1776; Malthus's "Essay on the Principle of Population" only appeared in 1798; and Ricardo's "Political Economy and Taxation" in 1817. The subject is related to history, inasmuch as it gleans its most important facts by the study of the institutions and industrial and social conditions of the past; it is the science of wealth in so far as it deals with the methods by which private or national wealth is accumulated, protected, enjoyed, and distributed; and it is connected with ethics in that it deals with social theories and the moral effects of economic conditions. In some of its aspects it were better called the science of the health of nations; for its results show how nations might happily grow and live in conformity with physical and moral laws. It is by far the most complex and difficult of the sciences of which modern education has to take account, and therefore should not be introduced too early into the course of study for the degree of bachelor of arts, but when it is introduced, enough of it should be offered to the student to enable him to get more than a smattering.

When we consider how formidable are the industrial, social and political problems with which the next generation must grapple—when we observe how inequalities of condition increase, notwithstanding the general acceptance of theories of equality; how population irresistibly tends to huge agglomerations in spite of demonstration that such agglomerations are physically and morally unhealthy; how the universal thirst for the enjoyments of life grows hotter and hotter and is not assuaged; how the relations of government to society become constantly more and more complicated while the governing capacity of men does not seem to increase proportionably; and how free institutions commit to masses of men the determination of public policy in regard to economic problems of immense difficulty, such as the problems concerning tariffs, banking, currency, the domestic carrying trade, foreign commerce, and the incidence of taxes—we can hardly fail to appreciate the importance of offering to large numbers of American students ample facilities for learning all that is known of economic science.

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The last subject for which I claim admission to the magic circle of the liberal arts is natural science. All the subjects which the sixteenth century decided were liberal and all the subjects which I have heretofore discussed are studied in books; but natural science is to be studied, not in books but in things. The student of language, letters, philosophy, mathematics, history, or political economy, reads books and listens to the words of his teacher. The student of natural science scrutinizes, touches, weighs, measures, analyzes, dissects and watches things. By these exercises his powers of observation and judgment are trained, and he acquires the precious habit of observing the appearances, transformations and processes of nature. Like the hunter and the artist, he has open eyes and an educated judgment in seeing. He is at home in some large tract of nature's domain. Finally,

ific method of study in the field, where that method was originally
day the spirit in which a true scholar will study Indian arrow-
nscriptions, or reptile tracks in sandstone, is one and the same,
ects belong respectively to three separate sciences—archæology,
eontology. But what is this spirit? It is the patient, cautious, sin-
spirit of natural science. One of the best of living classical scholars
of Glasgow—states this fact in the following forcible words: "The
hich is specially named science has at the same time spread abroad
hich any kind of knowledge can be prosecuted to a result of lasting
' Again, the arts built upon chemistry, physics, botany, zoölogy
chief factors in the civilization of our time, and are growing in ma-
fluence at a marvelous rate. Since the beginning of this century
wonderful changes in the physical relations of man to the earth
, in national demarkations, in industrial organization, in govern-
and in the modes of domestic life, and they will certainly do as
tieth century as they have done for ours. They are not simply
erial forces; they are also moral forces of great intensity. I main-
y science which has already given to all sciences a new and better
and to civilization new powers and resources of infinite range, de-
ed with all possible honors to the circle of the liberal arts; and that
in noble faculties, which are not trained by the studies now chiefly
ought to be admitted on terms of perfect equality to the academic

of the fifteenth century took the best intellectual and moral ma-
their day—namely, the classical literatures, mathematics, and sys-
and made of them the substance of the education which they called
e take the best intellectual and moral materials of their day and of
e list of subjects worthy to rank as liberal, and to be studied for
ve to omit that natural science which in its outcome supplies some
ant forces of modern civilization? We do omit it. I do not know
ry school in this country in which natural science has an adequate
each to an adequate place, although some beginnings have lately
re is very little profit in studying natural science in a book as if it
history; for nothing of the peculiar discipline which the proper
pplies can be obtained in that way, although some information on
may be so acquired. In most colleges a little scientific information
udent through lectures and the use of manuals, but no scientific
ence is rarely introduced as early as the sophomore year; generally
the junior year, by which time the mind of the student has become
s which the study of languages and mathematics engenders, that he
ty in grasping the scientific method. It seems to him absurd to
nts or make dissections. Can he not read in a book or see in a
results will be? The only way to prevent this disproportionate de-
young mind on the side of linguistic and abstract reasoning is to
ool courses of study a fair amount of training in sciences of obser-
inst four languages, the elements of mathematics and the elements
ust be set some accurate study of things. Were other argument

needed, I should find it in the great addition to the enjoyment of life which results from an early acquaintance and constant intimacy with the wonders and beauties of external nature. For boy and man this intimacy is a source of ever fresh delight.

To the list of studies which the sixteenth century called liberal, I would therefore add, as studies of equal rank, English, French, German, history, political economy, and natural science, not one of which can be said to have existed in mature form when the definition of liberal education, which is still in force, was laid down. In a large university many other languages and sciences will be objects of study; I confine myself here to those studies which, in my judgment, are most desirable in an ordinary college. We are now in position to consider how the necessity for allowing choice among studies has arisen.

The second and third of the three principal propositions which I wish to demonstrate—namely, that earlier choice should be allowed among coördinate studies, and that the existing order of studies needs to be modified—may be treated much more briefly than the first proposition, although in them lies the practical application of the whole discussion. When the men of the sixteenth century had taken all the sciences known to their generation to make up their curriculum of liberal study, the sum was not large as to make it impossible for a student to cover the whole ground effectually. But if the list of liberal arts is extended, as I have urged, it is manifest that no man can cover the whole ground and get a thorough knowledge of any subject. Hence the necessity of allowing the student to choose among many coördinate studies, few to which he will devote himself. In a vain endeavor to introduce at least some notions about the new sciences into the curriculum of the year 1600, the managers of American colleges have made it impossible for the student to get a thorough knowledge of any subject whatever. The student has a better chance to learn Greek or Latin than anything else; but he does not get instruction enough in these languages to enable him to master them. In no other subject can he possibly get beyond the elements, if he keeps within the official schedule of studies. Consider what sort of an idea of metaphysics can be obtained from a single text-book of moderate size, in which the whole vast subject has been filtered through one preoccupied mind; or of physics from a short course of lectures and a little manual of three or four hundred pages prepared by a teacher who is not himself an investigator; or of political economy from a single short treatise by an author not of the first rank. These are imaginary sketches; they are described from life. Such are the modes of dealing with these sciences which prevail in the great majority of American colleges. I need not dwell upon this great evil, which is doing untold injury every year. The remedies are plain. First, let the new studies be put in every respect on a level with the old; and then let such a choice among coördinate studies be given as to secure the student a chance to be thorough in something. To be effective, option must be permitted earlier than it is now. This proposition—that earlier options are desirable—cannot be discussed without simultaneously considering the order of studies in school and college.

Boyhood is the best time to learn new languages; so that as many as possible of the four languages—French, German, Latin, and Greek—ought to be begun at school. But if all boys who are to receive a liberal education are required to learn to read the four languages before they go to college, those boys who are not quick at languages will have very little time for other studies. English, the elements of mathematics,

me natural science properly taught, and the history of England and being assumed as fundamentals, it is evident that some choice remaining languages must be allowed, in order not to unduly restrict boys who go to college. With very good instruction, many boys learn to read all four languages tolerably well before they were without sacrificing more essential things; but there are boys of other subjects who could not accomplish this linguistic task; and the Union it is quite impossible to get very good instruction in all. Therefore I believe that an option should be allowed among these college admission examinations, any three being accepted, and the student in each case by the wishes of parents, the advice of teachers, the candidate if settled, the better quality of accessible instruction than in another, or the convenience of the school which the candidate chooses. Whichever language the candidate did not offer at admission he has the opportunity to begin and pursue at college.—*Pres. Charles W. Eliot, in June.*

Professor Webster's Problem.

Thank Prof. Webster for his very kind and polite reference in the May JOURNAL.

In my pretty solution of my plank problem he leaves out at least one reason that when the two edges of the plank are both used there will be the same result as when one edge is used to them.

In solution of his own problem he has left out an important part of reasoning.

In solution of his problem I told the editor I could express it in more general terms, but I thought for the general scholars, it is plainer to put in even the smaller steps.

S. T. PENDLETON.

Fixed Principles.

One should put solid principles under his art; he should teach on these principles. Most teachers will spend an hour to give a lesson—say in arithmetic, but give not a moment to the art of teaching the pupil when that lesson comes up. Luck, to inspiration, to anything. This accustoms him that teaching amounts to little; and when this point is reached the teacher's downward course is sure. The teacher should

strive against this. He should study the lesson with reference to presenting the matter to the pupils

One of the best examples to cite is the case of Matthew Arnold. This eminent man came to this country and proceeded to lecture before the American public. They heard him patiently and then said, "His matter may be good, but his mode of presenting it is bad." Mr. Arnold put himself in the hands of those who knew more about the art of speaking than he did, and it was soon seen that he was a better speaker. His mistake was that he over estimated the matter, and under-estimated the art of presenting it; a fault of most teachers.

The principles the teacher should keep in mind: Relate to (1) the pupil; (2) the subject; (3) outside circumstances; (4) the teacher.

(1). Begin at the pupils' standpoint. (2). Proceed from the near to the remote, simple to the complex. (3). Teach inductively. (4) See that with the knowledge comes ability. (5). Keep the thought before the mind until it is connected with the pupils' trains of thought. (6). Accustom the pupil to work and to delight in it. (7). Review that the pupil may retain his knowledge. (8). Develop and recognize the individuality of your pupil. (9). Carry the pupil up on all sides. (10). Let every step be a natural step.

As to the subject matter itself, let the teacher (1) see that what is already known is firm—from this reach out. (2). Divide the steps to be taken into smaller steps, if needed. (3). Be sure to arouse the curiosity. (4). Refer frequently to established principles, or fundamental ideas. (5). Connect related subjects. (6). Go from the thing to its sign. (7). Go out in all directions.

As to himself, the teacher must (1) make his teaching interesting. (2). Throw life and energy into his work. (3). Make the subject palatable to the pupils. (4). Carry his skill to a higher point each day.

As to the surrounding circumstances, the teacher must (1) bear in mind the future of his pupil. (2). Constantly give general culture.
New York School Journal.

EDITORIAL PARAGRAPHS.

THE NATIONAL EDUCATIONAL ASSOCIATION.—The next annual meeting of the National Educational Association will be held at Madison, Wis., July 10th to 18th. The National Council of Education will hold its sessions from July 10th to 15th, and will be followed by the sessions of the National Educational Association. Arrangements have been made to hold the sessions of the various Departments

ance of the General Association, yet so as not to interfere connection with it will also be held a meeting of the Froebel America, July 14-17, and also an Educational Exposition, exhibition of school books, school work, and school appliances pains have been taken to secure the most favorable terms railroads, and a number of splendid excursions have been orion with the meeting—excursions to Lake Superior, the Yellow-Alaska, California, etc. We published in the May JOURNAL the dates.

ected to be present from all parts of the country, and already a notified the managers of their purpose to attend. The work of the e by some of the most distinguished educators of the country, and sented touches points of interest to all teachers. The contact of aged in the same work cannot fail to elicit something of advan- trip, aside from the educational features, is exceedingly cheap, is very desirable to have as many as possible go from Virginia. sent out a number of bulletins of the Association, and shall be them to any who may desire to attend. Address Wm. F. Fox, Richmond, Va.

ote from Prof. Webster explains itself:

ror occurs on page 183 of the JOURNAL, second line from the ves the length" should read "four-thirds the length." Please in the *manuscript*, and *correct* it in the next number.

Yours truly,

N. B. WEBSTER.

Book Notices.

JURN'S FIRST LESSONS: Intellectual Arithmetic upon the d of Instruction. By WARREN COLBURN, A. M. Revised and . With an Appendix Containing a Sketch of the Author's Life, eface, and George B. Emerson's Introduction to the Edition of Houghton, Mifflin & Co. Price, 35 cents.

f gratitude to Warren Colburn for first giving us an intelligent principles of arithmetic. The clearness, simplicity and true phil- and have doubtless made the study of arithmetic a pleasure to many therwise have regarded it as a most uninviting task. The new methods of the old, so modified as to better adapt them to the

Johnston & Co., 911 Main street.

TURE ET DE TRADUCTION. By J. ROEMER, LL.D., Prof. language and Literature in the College of the City of New York. Saisonée, Vol. II. Contes et Mélanges. New York: D. Ap- 1884.

ased his work on the idea that a foreign language can best be ontact with the language itself, with the aid of the very simplest

grammatical ideas. The grammatical rules are best appreciated after having been observed in the language itself. His first volume, therefore, starts out with some very short and easily understood extracts from French authors. The first thirty-one of these are fully discussed in the notes and points of grammar, idioms, &c., brought carefully to the attention of the student. The thorough study of these lessons, with frequent reviews, will prepare the pupil to make good use of the remaining selections, which are designed especially to secure skill in translation, oral and written. The pupil who has properly used these two volumes ought to have a fair appreciation of the language, which must be increased and perfected by extensive and varied reading.

A TREATISE ON PEDAGOGY FOR YOUNG TEACHERS. By E. C. HAWITT, LL. D., Pres. Ill. State Normal Univ. : Van Antwerp, Bragg & Co., Cincinnati and New York.

This is a brief manual by one of the most progressive educators of the country. It is not a book of Methods, but a presentation, in a brief and compact form, of such principles as underlie and give form to all methods that are worthy of attention. Psychology is the basis of the treatise, since all true educational systems and methods must be based on the nature of the human mind. "Schemes," or general synopses, have been introduced throughout the book to enable the student to grasp and retain the subjects in an orderly and methodical way. The book has been written with special reference to the wants of *young teachers*, who cannot fail to be profited by its careful study.

HOME AND SCHOOL TRAINING. By Mrs. H. E. G. AREY, A. M. Philadelphia : J. B. Lippincott & Co., 1884. Price, 75 cents.

The author has given, in this excellent little volume, a number of suggestions to aid parents in developing in their children symmetrical characters—a development of the intellectual side alone, but, what is more important, the moral side as well. To these is added a discussion of some of the phases of school work, that parents may be prepared to introduce their children to a successful and happy school-life.

For sale by West, Johnston & Co., 911 E. Main street.

SHAW'S NEW HISTORY OF ENGLISH LITERATURE, together with History of English Literature in America. By TRUMAN J. BACKUS, LL.D. President of Packer Collegiate Institute. Price, \$1 50.

Dr. Backus's revision of Shaw's Outlines of English Literature is too well known to need any extended notice. The excellence of its arrangement, the careful and judicious treatment of the subject, and its special adaptation for school use have given it a high place. In the new edition the author has been at no little pains to improve the arrangement, and has added a discussion of the lives and writings of eminent English men of letters who have died since the previous edition was published. The sketch of American literature has been written anew for this work, and presents a much more satisfactory treatment than that heretofore given.

PLANT ANALYSIS. A classified list of the Wild Flowers of the United States, with Keys for Analysis and Identification. By Prof. KELLERMAN, of the Kansas State Agricultural College, author of "The Elementary." Many illustrations. Philadelphia: John E. Potter & Co.

intended, primarily, as a companion volume to Kellerman's "Elementary" but the analytical keys have been prefaced by enough descriptive material to complete in itself, so that it may be used satisfactorily by those who have no preliminary knowledge of the subject. The plan of arrangement is simple, the marked distinctions between plants being selected and useless descriptions avoided. It is just the book for beginners.

SHIP: For Sunday Schools. By L. O. EMERSON and W. F. SHERMAN. 5 cents.

men are quite able to speak for themselves, as they do in a brief preface which we give, as follows:

SHIP is offered to the public on its real merits, as they must appear after a candid and careful examination.

We have endeavored to meet, in a *practical* way, the generally expressed wish which shall lift the service of song in the Sunday-school above the ordinary without putting it beyond the reach of the vast majority.

It will be found to be rich in hymns of sterling merit, as well as in melodies which will not seem insipid upon frequent repetition."

It holds a very high place as a composer of sacred music, and as Mr. Kellerman, composer, has had the advantage of being leader of music at Church assemblies, it is quite likely that "Song Worship" will be generally

TEACHING GEOGRAPHY. Notes of Lessons. By LUCRETIA M. BOSTON. Boston: Boston School Supply Co., 1884.

on to notice favorably some time since the first edition of this work. The book is much enlarged and improved, and forms an excellent outline of Geography.

The Magazines.

REVIEW for June.—Contents: Harboring Conspiracy. Prof. H. W. Rogers; Lords of the Earth. The Struggle for Immortality, Elizabeth Stuart Phelps; Sociological Fallacies. The Rise and Fall of Authority, Pres. J. C. Welling; Walt. Whitman, Expert Testimony, Rosamiter Johnson and others.

GENERAL SOCIETY PAPERS for June.—Contents: Last Chapter in the History of Reconstructions. Prof. F. A. Porcher; Letters from Fort Sumter, Lieutenant I. Jones; of General Beauregard, A Review by Colonel Wm. Allan; Letter from General Miles, July 29th, 1863; Experiences of Corporal J. G. Blanchard, as Prisoner at Camp General B. R. Johnson of Operations from 8th to 11th of May, 1864; Is the "United States" a fit book to be used in our Schools? A Review by J. Wm. Magrath.

NATURALIST for June. Contents: The Theory of a Glacial Dam at Cincinnati and the Structure of the Tracheae of Insects (illustrated); Agricultural Botany (illustrated).

ted): The Naturalist Brazilian Expedition (paper III, continued); On the Evidence that the Earth's Interior is Solid; Vestiges of Glacial Man in Minnesota; The Genesis of Crystalline Rocks; Editor's Table; Recent Literature; General Notes—Geology and Palaeontology, Mineralogy, Botany, Entomology, Zoology, Physiology, Psychology, Anthropology, Microscopy and Histology; Scientific News; Proceedings of Scientific Societies

ST. NICHOLAS for June.—Contents: Frontispiece, "Daisy Time"; A Child's Night-Thoughts, Jean Lucy Larcom; The Lanner of Beaumanoir, sixth Spinning-wheel story, Louisa M. Alcott; June verses; Two Boys of Miggleville; The Spider and the Tuning-Fork: The Brownie's Voyage, verse, Palmer Cox, four illustrations; A Decorative Art Society, picture; Flower Fancies, poems; Gustav Kean's Spelling; Daisy Time, verses, illustrated; The Scarlet Tanager, chapters IV, V, VI, VII, J. T. Trowbridge, four illustrations; A Page from Young Contributors, illustrated; Margaret's "Fairy Book"; How We Fooled the Storks, two illustrations; "My Ma Says that Women Ought to Vote," picture; The Bashful Margurite, verses; Historic Boys, Frederick of Hohenstaufen, the Boy Emperor; Queer Game; Marvin and His Boy Hunters, chapters III, IV, V, and VI, Maurice Thompson, illustrations by W. L. Sheppard; the St. Nicholas Almanac, illustrated; For very Little Folk, Grandma's Surprise Party, verses, illustrated; Jack-in-the-Pulpit; The Letter-Box; Agassiz Association; The Riddle-Box, illustrated

THE ATLANTIC MONTHLY for June.—Contents: The Roman Singer, XXIII, XXIV, F. Marion Crawford; Paris Classical Concerts; The Bird of Solitude, Olive Thorne Miller; The Beach Plum, E. S. In War Time, XI, XII, S. Weir Mitchell; Penury not Pauperism, D. O. Kellogg; The Christening, M. B. Platt; An Old War Horse to a Young Politician, William H. McElroy; Wentworth's Crime, Frank Parks; To a Poet in the City, Thomas William Parsons; The Trail of the Sea-Serpent, J. Wood; The Anatomizing of William Shakespeare, II, Richard Grant White; The New Party, J. Lawrence Laughlin; Washington as it Should Be, O. B. Frothingham; Thomas Gold Appleton, Obituary; Wendell Holmes; Two Literary Studies; The Hessians and the Revolution; Bourget's *Essais de Psychologie Contemporaïne*; The Question of Ships; The Contributors' Club; Books of the Month.

POPULAR SCIENCE MONTHLY for June.—Contents: The Sins of Legislators, II, Herbert Spencer; Modes of Reproduction in Plants, illustrated; Evolution and Dissolution of the Nervous System; The Pole and Wire Evil; Stethoscopy, illustrated; Coal and the Coal-Tar Colors; The Chemistry of Cookery; Ensilage and Fermentation; Geography and the Railroads; The Life-Work of Pasteur; Clean Drinking-Water; Physiology versus Metaphysics; Professor Dvorák's Sound-Mills, illustrated; Arnold Henry Guyot, with portrait. Editor's Table: The Progress of Mental Science—A Model of Reflection. Literary Notices; Popular Miscellany; Notes.

THE CENTURY MAGAZINE for June.—There are four profusely illustrated papers and four full-page pictures. Of special interest is Miss Fanny Stone's "Diary of an American Girl in Cairo during the War of 1882." President Eliot, of Harvard, discusses the question, "What is a Liberal Education?" which he claims that the sciences and English should be given leading places in the school and also the college course. In a paper on "The Use and Abuse of Parties," Dr. Washington Gladden advises independents to try to act with their party in the choice of candidates, and to bolt bad nominations.

OUR LITTLE ONES and THE NURSERY for June has been received from the Russell Publishing Co., Boston, Mass.

Recent Publications.

TITLE.	AUTHOR.	PUBLISHER.	PRICE.
A Method of English Composition.	T. Whiting Bancroft,	Ginn, Heath & Co.,	
The Essentials of Anatomy, Physiology and Hygiene.	Roger S. Tracy, M. D.,	D. Appleton & Co.,	
The Elements of Chemistry,	F. W. Clarke,	" "	
Reporting Style of Short-Hand,	Eldon Moran,	Christian Pub. Co.,	1
Travels of a Doctor of Physic,	Wm. H. Taylor, M. D.,	J. B. Lippincott & Co.,	

OFFICIAL DEPARTMENT.

RR, Superintendent Public Instruction, Editor.

sent to every County Superintendent and District Clerk, and must be carefully public property and transmitted to their successors in office.]

TEACHERS.—Perhaps no information that the Superintendent ever been called upon by this office to furnish has as much trouble as the census of teachers. They set at the outset that it was a herculean task, and have accordingly. We undertook to get the sheets all in by the first of March, but failed; for, whilst some Superintendents showed commendable zeal in forwarding them, as usual the laggards were so numerous to prevent any compilation of the information required, and even at this date the Superintendents of the counties are on the delinquent list, viz: Chesterfield, Giles, Cumberland and Surry.

To furnish the census promptly shows a lamentable want in the conduct of the office of the Superintendent; if the records of that office were properly kept, any information required could be easily furnished. Superintendents stick to their old ways, and make it a matter of business in the discharge of their school work, or get out of the way, and let some one else do what they will. Unless every detail, however trifling it may be, is honestly and systematically looked after, our great work must suffer. Remember, that however important the teachers may be, the *real* vitality of our schools depends upon the energy, accuracy and *push* of the Superintendent. By following the regulations and forms furnished, Superintendents will have no trouble next year in making up and forwarding to this office a neat and *accurate* census of teachers.

Already done in this direction, whilst not as accurate or complete as it could be, has given those who are interested in public education great satisfaction, and the information contained in this report is for oftener than any other in the office.

EXAMINATION OF TEACHERS.—The attention of Superintendents is directed to Section 348 of School Law; and we suggest that it is for them to hold at least one examination as early

in the school-year as possible, so as to enable those who desire to teach school to know whether or not they will be able to get a certificate, so that they may make their arrangements for the year.

The enforcement of the provisions of the section referred to requires fairness and promptness. Read it carefully.

EXAMINATION QUESTIONS.—Blank paper, properly headed, upon which Superintendents are to report the questions used by them in the examination of teachers, under section 350, has been sent out. Superintendents are advised to prepare their questions at once, and forward a copy of same, *written* in a legible hand, and only on the paper furnished. These questions, when returned by all the Superintendents, are bound, and form a part of the records of this office; hence it is important that they should be returned on the same size and style of paper, accurately and neatly written. We aimed to furnish a full supply of paper, but if more should be needed advise the office, and it will be forwarded immediately.

TO KEEP A REGISTER OF APPLICANTS FOR TEACHERS' CERTIFICATES.—By referring to section 364, Superintendents will see that the register named above is required to be kept, as well as what it shall contain. In order to facilitate and make perfect this branch of the work, we have prepared a blank, in the form of interrogatories, which contains nearly all the information the Superintendent is required to enter in the register. This blank is to be filled up, certified to, and filed with the Superintendent conducting the examination of each applicant for a teacher's certificate before he or she shall be examined. A sufficient number of these blanks for the use of every county and city will be sent to the Superintendent thereof in a few days. When the backs of these certificates are properly filled up, they constitute the cover of the papers required, by section 351, to be filed and kept. We would advise Superintendents to rule the registers for each subject, required to be entered therein, to correspond with the census blank, as it will save them much trouble in making up their annual report of the census of teachers. Read the sections.

BLANK FORMS.—Blanks have been sent to Superintendents upon which to make up their annual reports for the school year ending the 31st day of July, 1884, and we trust they will read them carefully and fill them up *accurately*, as it is impossible for our annual report—which is a simple compilation of those of the Superintendents.

be correct, if theirs are inaccurate. If Superintendents take the report of this office for 1883 and examine it, they will be *utterly* astounded at some of their own errors reproduced in the columns of the tables of that report. They are bound to use the data furnished us by the Superintendents and have no means of detecting errors except by comparison of information given in one table with the same information in a different table; and it is to that comparison that we rely for the detection of every Superintendent. Thus, for example, columns 3 and 4, table No. 9, call for the number of schools in each district, white and colored; whilst columns Nos. 1 and 2 call for the number of schools, white and colored, in the county. Of course, the sum of the schools in the districts should not give the number of schools in the county containing them, but it will be readily seen, by comparing the columns, that *many* Superintendents have given entirely different figures, and we are left in doubt as to which is correct. By examining the reports, it will be seen that much of the information called for by the report is not called for by counties, and, of course, it should always be so, but it is not, and the errors in the report of the Superintendent in table 9 were so glaring that we were compelled to publish an inaccurate report in making up the last report, and published it as being only approximate information. Any Superintendent who sends in a report by the published report has access to his own manuscript filed in this office, and from which the information was

obtained. We are subject to get the reports correct, and by repeated efforts, in getting them back to the Superintendents time and again we have succeeded; but in some cases, and on some subjects, after energetic efforts, we failed to secure what we wanted, and were obliged to publish with an approximation. But our patience is exhausted, and Superintendents need expect no indulgence this year, and the reports will be *promptly enforced*. These reports are due at this time, before the 10th day of September annually," and we expect that this year all the Superintendents will send their reports in time.

The year closes the 31st day of July, and it is much easier to report up and forward it immediately after that time than at the last moment. Just as soon as each report is received and examined, and if found correct, a warrant for the quarter's

salary will be forwarded to the sender, as we do not propose to punish the prompt Superintendents with the delinquent ones.

PEABODY SCHOLARSHIPS.—President Stearns informs us that Virginia will be entitled to ten scholarships in the Nashville College the coming session, which opens on the first Wednesday in October.

These scholarships are awarded strictly on merit by competitive examination. These examinations will be held this year at Wytheville and Harrisonburg during the Teachers' Institutes at these places on the following subjects: Spelling, Reading, Penmanship, Grammar and Analysis, Rhetoric, Geography, civil and physical, Arithmetic, Algebra, Book-keeping, Physiology, United States History and Elements of Geology.

The applicant for a scholarship must be between the ages of 18 and 30, present to the President of the College a certificate of irreproachable moral character, gentlemanly or lady-like habits, *presumed good health*, declare his or her intention to make teaching a profession, must give a pledge to remain at the College two years— if the scholarship is continued so long, promise to submit cheerfully to all its requirements, in study, discipline, etc., and to teach in the Public Schools, of his or her own State at least two years, if there is opportunity.

The scholarships will be awarded only to those who come up to the requirements of the examination.

All applications must be filed in this office in the handwriting of the applicant, giving age, occupation, &c.

Any further information can be obtained by addressing this office.

NATIONAL AID TO PUBLIC EDUCATION.—Are we to be disappointed in obtaining this great boon? And is the act entitled an act "to aid in the establishment and temporary support of common schools," which passed the United States Senate with so much unanimity last spring, and which it appears was printed April 9, 1884, for the use of the House of Representatives, to be allowed to die in the body in full sight of its *many friends*?

In common with every friend of public education, we desire the aid, to enable the great burden of illiteracy to be at least lightened in the whole Union, and especially in our own State. We have written to our Congressmen from Virginia, urging them to use every effort to have the bill taken up and passed. Hon. George D. Wise, Hon. C. T. O'Ferrall, and Hon. H. Libbey have responded to our appeal.

their deep interest in its success, and hearty support of them to agree that if a vote could be reached it would be a thirds vote. If this be so are not its friends assuming responsibility in not pressing a vote upon it? We confess we understand why, in the face of such expressions, favor cannot be had, and trust that ere another issue of the kind may be able to herald it abroad that the National Convention come to our aid in the great cause of popular edu-

FOR NORMALS.—This office has spared no pains nor labor to give every teacher in the State due notice of the Summer Institutes. Here this each one, both white and colored, has through their respective Superintendents, circulars giving information relating thereto. These circulars have been furnished to every Superintendent for this purpose, and we hope they have attended to sending them to their teachers. No teacher can let the opportunity pass to secure the full benefit of the instruction given at these Institutes. Men of wide experience are expected to conduct them; liberal rates of travel have been arranged on the best possible terms for board, and every effort made for the comfort and pleasure of those who attend. Are

Harrisonburg commences July 22d, lasting four weeks. J. M. Junkhouser, Superintendent of Schools, Rockingham County, Office Harrisonburg, in charge of local arrangements. Wytheville commences July 15th, with Major W. G. Smith, Superintendent Schools, Wythe county, Post-office Wytheville, in charge of local arrangements.

Farmville for colored teachers has Superintendent T. J. Smith of Prince Edward, arranging local matters, whose post-office is Prospect Depot. This commences August 4th, and lasts two weeks. In addition to this, for colored teachers, a course of six weeks at the Virginia Normal and College commences July 15th. Hon. A. W. Harris or Prof. J. M. Smith, of Petersburg, will give full information concerning the same.

Superintendents and other school officers will also make the same present. The reduced rates are for their benefit as well as for the students, and are as follows:

and Petersburg—Return at half rates.

Richmond and Danville—Excursion rates.

Richmond, Fredericksburg and Potomac—One unlimited fare for round trip.

Seaboard and Roanoke—Round trip tickets one fare.

Washington, Ohio and Western—Round-trip tickets one fare.

Baltimore and Ohio—Round-trip tickets two cents per mile each way. On sale from July 22d to 31st inclusive.

Virginia Midland—One unlimited fare for round trip.

Richmond and Alleghany—Round trip Tickets for two cents each way.

Danville and New River—Free return on certificate of attendance.

Potomac, Fredericksburg and Piedmont—Free return on certificate of attendance.

Chesapeake and Ohio—Round-trip tickets two cents per mile each way.

Norfolk Southern—Round-trip tickets $2\frac{1}{2}$ cents per mile each way.

York River—Round-trip tickets $2\frac{1}{2}$ cents per mile each way.

Norfolk and Western and Shenandoah Valley— $2\frac{1}{2}$ cents per mile each way. (Tickets over these routes can be purchased any day during session of Institute.)

Tickets good until close of Institute.

The railroad authorities require that tickets shall be purchased or before the day of opening of the Institute. Promptness in attendance is therefore essential, though parties can procure their tickets and hold them, as they will be good for any day during the session.

Any complaint regarding fare over either road must be filed immediately with G. W. HAWXHURST, Secretary Board of Education, Richmond, giving full particulars.

Teachers and others must apply to their respective Superintendents for certificates by which to avail themselves of these rates.

SCHOOL LAWS.—We will commence the delivery of the bound copy of the school law to the school officers of the several counties in a few days. These will only be furnished through the county and city Superintendents, as follows: One copy for use of Superintendent, three copies to each district clerk (to be by him delivered to the members of his board), one copy to each member of the board of School Commissioners. Each Superintendent, on receipt of his copy, will immediately return to this office the paper-bound one now in his possession.

WANTED—By a Lady Graduate of the State Normal College, Nashville, Tenn., a Situation as Teacher in a graded school. Address Miss B., Flanagan's Mills, Cumberland Co., Va.

SCHOOL LAW OF VIRGINIA.

(Continued from page 216.)

Oath of Office.

Persons, before entering upon the discharge of any function as officers take and subscribe the following oath or affirmation :

—, do solemnly swear (or affirm) that I will support and maintain the laws of the United States, and the constitution and laws of the State; that I recognize and accept the civil and political equality of all men, and that I will faithfully perform the duty of ——— to the best of my ability, help me God."

embraced in amendments to this article, ratified on the 7th of November, 1890, in these words :

SCHEDULE.

Elections held subsequent to the ratification of these amendments by the adjournment of the next regular session of the legislature, held in 1890, shall be had and conducted under and in accordance with the registration laws which may be in force at the time of such ratification, and shall have been sooner amended or repealed by the general assembly.

ARTICLE IV.

EXECUTIVE DEPARTMENT.

Governor.

The chief executive power of this commonwealth shall be vested in a governor, who shall hold office for a term of four years, to commence on the first day of January next following his election, and be ineligible to the same office for the term next thereafter, and to any other office during his term.

The governor shall be elected by the voters at the times and places of election of the general assembly. Returns of elections shall be transmitted by the proper officers, to the secretary of the commonwealth, who shall forward them to the Speaker of the House of Delegates on the first day of the next general assembly. The Speaker of the House of Delegates shall, thereafter, in presence of a majority of the Senate and House of Delegates, open the said returns, and the votes shall then be counted. The person

Numbers of sections 5 and 6 to 4 and 5 rendered necessary by the striking out of sec-

having the highest number of votes shall be declared elected; but if two or more shall have the highest and an equal number of votes, one of them shall be chosen governor by the joint vote of the two houses of the general assembly. Contested elections for governor shall be decided by a like vote, and the mode of proceeding in such cases shall be prescribed by law.

SEC. 3. No person except a citizen of the United States shall be eligible to the office of governor; and if such person be of foreign birth, he must have been a citizen of the United States for ten years next preceding his election; nor shall any person be eligible to that office unless he shall have attained the age of thirty years and have been a resident of this state for three years next preceding his election.

SEC. 4. The governor shall reside at the seat of government; shall receive five thousand dollars for each year of his service, and while in office shall receive no other emolument from this or any other government.

SEC. 5. He shall take care that the laws be faithfully executed; communicate to the general assembly at every session the condition of the commonwealth; recommend to their consideration such measures as he may deem expedient, and convey to the general assembly, on application of two-thirds of the members of both houses thereof or when, in his opinion, the interest of the commonwealth may require it. He shall be commander-in-chief of the land and naval forces of the state; have power to embody the militia to repel invasion, suppress insurrection, and enforce the execution of the laws; conduct, either in person or in such manner as shall be prescribed by law, all international course with other and foreign states; and during the recess of the general assembly to fill, *pro tempore*, all vacancies in those offices for which the constitution and laws make no provision; but his appointments to such vacancies shall be by commission to expire at the end of thirty days after the commencement of the next session of the general assembly. He shall have power to remit fines and penalties in such cases and under such rules and regulations as may be prescribed by law, and except where the prosecution has been carried on by the House of Delegates; to grant reprieves and pardons after conviction; to remove political disabilities consequent upon conviction for offences committed prior or subsequent to the adoption of this constitution and to commute capital punishment; but he shall communicate to the general assembly, at each session, particulars of every case of fine or penalty remitted, or reprieve or pardon granted, and of punishment commuted, with his reasons for remitting, granting, or commuting the same.

SEC. 6. He may require information in writing from the officers in the executive department upon any subject relating to the duties of their respective offices; he may also require the opinion, in writing, of the attorney-general upon any question of law connected with his duties.

SEC. 7. Commissions and grants shall run in the name of the commonwealth of Virginia, and be attested by the governor, with the seal of the commonwealth annexed.

SEC. 8. Every bill which shall have passed the Senate and House of Delegates and every resolution requiring the assent of both branches of the general assembly shall, before it becomes a law, be presented to the governor; if he approves, he shall sign it; but if not, he shall return it with his objections, to the house in which it shall have originated, who shall enter the objections at large on their journal and proceed to reconsider it. If, after such consideration, two-thirds of the mem-

to pass the bill or joint resolution, it shall be sent, together with the other house, by which it shall likewise be reconsidered, and, if two-thirds of the members present, it shall become a law, notwithstanding the veto of the governor. But in all such cases the votes of both houses shall be taken by ayes and noes, and the names of the members voting for or against the bill or joint resolution shall be entered on the journal of each house. No bill or resolution shall not be returned by the governor within ten days (excepted) after it shall have been presented to him, the same shall be returned in the same manner as if he had signed it, unless the legislature shall, by their vote, prevent its return, in which case it shall not be a law.

Lieutenant-Governor.

The lieutenant-governor shall be elected at the same time and for the same term as the governor, and his qualification and the manner of his election, in all respects, shall be the same.

In case of the removal of the governor from office, or of his death, failure of qualification, removal from the state, or inability to discharge the powers and duties of office, the said office, with its compensation, shall devolve upon the lieutenant-governor; and the general assembly shall provide by law for the discharge of the functions in other necessary cases.

The lieutenant-governor shall be President of the Senate, but shall have no vote in case of an equal division; and while acting as such shall receive a salary equal to that allowed to the Speaker of the House of Delegates.

Secretary of the Commonwealth, Treasurer, and Auditor.

The secretary of the commonwealth, treasurer, and auditor of public accounts shall be elected by the joint vote of the two houses of the general assembly, for a term of office for the term of two years, unless sooner relieved. The salary of each shall be determined by law.

The secretary shall keep a record of the official acts of the governor, and shall sign by the governor and attested by the secretary; and when required to pay the same, and any papers, minutes and vouchers pertaining to his office, to either house of the general assembly; and shall perform such other duties as may be prescribed by law. All fees received by the secretary shall be paid into the treasury.

The powers and duties of the treasurer and auditor shall be such as are prescribed by law.

There may be established in the office of the secretary of state a bureau of statistics, and a bureau of agriculture, chemistry and geology, under such regulations as may be prescribed by law.

The general assembly shall have power to establish a bureau of agriculture, under such regulations as may be prescribed.

Board of Public Works.

There shall be a board of public works, to consist of the governor, auditor of the commonwealth, under such regulations as may be prescribed by law.

ARTICLE V.

LEGISLATIVE DEPARTMENT.

SEC. 1. The legislative power of this commonwealth shall be vested in a general assembly, which shall consist of a Senate and House of Delegates.

SEC. 2. The House of Delegates shall be elected biennially by the voters of the several cities and counties, on the Tuesday succeeding the first Monday in November, and shall, from and after the Tuesday succeeding the first Monday in November, eighteen hundred and seventy-nine, consist of not more than one hundred and no less than ninety members.

SEC. 3. From and after the same date, the Senate shall consist of not less than thirty-three nor more than forty members. They shall be elected for the term of four years—for the election of whom the counties, cities and towns shall be divided into districts. Each county, city and town of the respective districts shall, at the time of the first election of its delegate or delegates under this amendment, vote for one or more senators. The senators first elected under this amendment, in districts bearing odd numbers, shall vacate their offices at the end of two years; and those elected in districts bearing even numbers, at the end of four years; and vacancies occurring by expiration of term shall be filled by the election of senators for the full term.

SEC. 4. An apportionment of senators and members of the House of Delegates shall be made at the regular session of the general assembly next preceding the Tuesday after the first Monday in November, eighteen hundred and seventy-nine, or sooner. A reapportionment shall be made in the year eighteen hundred and ninety-one, and every tenth year thereafter.

Qualification of senators and delegates.

SEC. 5. Any person may be elected senator who at the time of election is actually a resident within the district, and qualified to vote for members of the general assembly according to this constitution; and any person may be elected a member of the House or Delegates who at the time of election is actually a resident within the county, city, town, or election district, qualified to vote for members of the general assembly according to this constitution. But no person holding a salaried office under the state government shall be capable of being elected a member of either house of the general assembly. The removal of any person elected to either branch of the general assembly, from the city, county, town, or district for which he was elected, shall vacate his office.

Powers and duties of the general assembly

SEC. 6. The general assembly shall meet once in two years, and not oftener, unless convened by the governor, in the manner prescribed in this constitution. No session of the general assembly, after the first under this amendment, shall continue longer than ninety days, without the concurrence of three-fifths of the members elected to each house; in which case the session may be extended for a further period, not exceeding thirty days. Neither house, during the session of the general assembly

consent of the other, adjourn for more than three days, nor to any extent in which the two houses shall be sitting. A majority of the members of each house shall constitute a quorum to do business; but a house may adjourn from day to day, and shall have power to compel the attendance of its members in such manner and under such penalty as each house may determine.

Each house of Delegates shall choose its own Speaker; and in the absence of the governor, or when he shall exercise the office of governor, the house shall choose from their own body a President *pro tempore*; and each house shall choose its own officers, settle its own rules of proceeding, and direct writs of habeas corpus in cases of immediate vacancies; but if vacancies shall occur during the session of the general assembly, such writs may be issued by the governor, under such conditions as may be prescribed by law. Each house shall judge of the election, returns of its members; may punish them for disorderly behavior, and may, by a vote of two-thirds, expel a member.

Members of the general assembly shall receive for their services a salary as may be determined by law, and paid out of the public treasury; but no act in relation to the salary shall take effect until after the end of the term for which the members were elected; and no senator or member of the house of Delegates voting thereon were elected, shall be appointed to any office or profit under the commonwealth which has been created, or the salary of which has been increased during such term, except offices filled by the people.

Resolutions may originate in either of the two houses of the general assembly, and may be approved or rejected by either, and may be amended by either house, without the consent of the other.

The journal of the general assembly shall keep a journal of its proceedings, which shall be published from time to time; and the yeas and nays of the members of each house, on any question, shall, at the desire of one-fifth of those present, be entered on the journal. No bill shall become a law until it has been read three times in the house in which it originated, unless two-thirds of the members in that house shall otherwise determine.

Members of the general assembly shall, in all cases except treason, felony, or breach of the peace, be privileged from arrest during the sessions of their assembly, and for any speech or debate in either house they shall not be subject to arrest in any other place. They shall not be subject to arrest, under any civil process, during the session of the general assembly, nor for fifteen days next before and after the termination of each session.

The whole number of members to which the state may at any time be entitled to in the House of Representatives of the United States shall be apportioned as follows: among the several counties, cities and towns of the state, according to their respective population.

For the purpose of apportionment, the state shall be divided into districts corresponding to the representatives to which it may be entitled in the House of Representatives of the United States, which shall be formed respectively of counties, cities and towns; be compact, and include, as nearly as practicable, an equal number of population.

SEC. 14. The privilege of the writ of *habeas corpus* shall not be suspended, unless when, in cases of invasion or rebellion, the public safety may require it. The general assembly shall not pass any bill of attainder, or any *ex post facto* law, or any law impairing the obligation of contracts, or any law whereby private property shall be taken for public uses without just compensation, or any law abridging the freedom of speech or of the press. No man shall be compelled to frequent or support any religious worship, place or ministry whatsoever, nor shall any man be enforced, restrained, molested or burthened in his body or goods, or otherwise suffer on account of his religious opinions or belief, but all men shall be free to profess, and by argument to maintain, their opinion in matters of religion, and the same shall in nowise affect, diminish or enlarge their civil capacities. And the general assembly shall not prescribe any religious test whatever, or confer any peculiar privileges or advantages on any sect or denomination, or pass any law requiring or authorizing any religious society, or the people of any district within this commonwealth, to levy on themselves or others any tax for the erection or repair of any house of public worship, or for the support of any church or ministry, but it shall be left free to every person to select his religious instructor, and to make for his support such private contract as he shall please.

SEC. 15. No law shall embrace more than one object, which shall be expressed in its title, nor shall any law be revived or amended with reference to its title, but the act revived, or the section amended, shall be re-enacted, and published at length.

SEC. 16. The governor, lieutenant-governor, judges, and all others offending against the state, by maladministration, corruption, neglect of duty, or other high crime or misdemeanor, shall be impeachable by the House of Delegates, and be prosecuted before the Senate, which shall have the sole power to try impeachment. When sitting for that purpose they shall be on oath or affirmation, and no person shall be convicted without the concurrence of two-thirds of the members present. Judgment in case of impeachment, shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the commonwealth; but the party convicted shall, nevertheless, be subject to indictment, trial, judgment, and punishment according to law. The Senate may sit during the recess of the general assembly for the trial of impeachment.

SEC. 17. The general assembly shall not grant a charter of incorporation to any church or religious denomination, but may secure the title to church property to the extent to be limited by law.

SEC. 18. No lottery shall hereafter be authorized by law; and the buying, selling or transferring of tickets or chances in any lottery shall be prohibited.

SEC. 19. No new county shall be formed with an area of less than six hundred square miles; nor shall the county or counties from which it is formed be reduced below that area; nor shall any county having a population less than ten thousand be deprived of more than one-fifth of such population; nor shall a county having a large population be reduced below eight thousand. But any county, the length of which is three times its mean breadth, or which exceeds fifty miles in length, may be divided at the discretion of the general assembly. In all general elections the voters in any county, not entitled to separate representation, shall vote in the same election district.

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No. 7.

The Teacher's Professional Library.

beginning to be understood that education is a science—
fundamental principles susceptible of classification and
development. This idea is not yet thoroughly incor-
porated into the mind of this State, but it is gradually spreading.
anybody can teach school—that a man who is a failure
in other professions will succeed at teaching—is losing its hold on the

It is beginning to be accepted that a man, to make a
teacher, must have proper training. All men recognize
this in the case of the physician, the lawyer, the engineer,
the artist. It is difficult to see why this training may be wanting, as
in the case of a profession which in its true development and faithful
practice demands the solution of far higher problems than any of
the others. The need for such training is gaining a firmer hold on
the public mind and is evinced by the establishment of Normal Schools
and the hearty support given by the teachers themselves to
such institutions. Some of our colleges are recognizing this need
by creating chairs of Pedagogics or by providing courses of
professional culture. The existence of this need is not
denied by those who have studied the subject to any considerable
extent. The public mind is gradually being permeated by it.
It is rising from a mere *vocation* to the dignity of a *profes-*

It has been regarded by some as simply furnishing the
means by which the individual may become a more skillful and suc-
cessful winner." This is a worthy end, but it is not the
great end in education. The great end of education is the devel-
opment and cultivation of the faculties of the human mind, so as to
develop the mental power, to impart information and to form, as the
great end, noble character. The work of the teacher is, then,

The material upon which the teacher operates differs from that employed in any other profession. The painter and the sculptor operate on dead, inanimate matter, which receives without resistance and retains without change whatever impression is made upon it. Even the lawyer and the preacher, whose efforts are directed to the human mind, operate on material already developed and trained. But the teacher has for his material a bundle of untrained faculties, constituting the essential man, to be developed by their self-activity, under the stimulus and direction of the teacher, into the ideal man or woman. The painter who wishes to depict on canvas a landscape spread out before him, forms a mental picture of the scene, and then with such skill as he may possess spreads it out on the canvas. The sculptor who wishes to exemplify some abstract idea must first determine in his own mind what representation in marble will best express his idea, and then by the skillful use of hammer and chisel set free the form which is poetically said to be imprisoned in his block. In each case there is a demand only for the skill of the agent exercised upon dull, lifeless matter. The case is different, however, with the teacher. He too must have his ideal formed in his own mind. He too must so manage his material as to evolve from it his ideal. But he must do this by arousing and directing the activities of the material itself. He does not exercise his skill upon passive matter, but he must so work upon his material that it will shape itself into forms of beauty and nobility. If we could conceive of a sculptor, filled with his ideal, standing before a block of marble, and by a look or word so arousing some activity in the marble itself that it would push off, particle by particle, its superfluous matter till there was left only the artist's ideal in all its beauty, we should have a somewhat adequate presentation in one direction of the teacher's work. Yet this is not all; for his material does not passively receive his impressions. There is often opposition to their reception. It is essential, therefore, to the teacher's success that he should know the nature of his material—the nature of the human mind, its faculties, their mode of action, how they may be reached and how developed and trained. I should give, therefore, as a fundamental, in the library of a well-equipped teacher, a good book on *Mental Science and Culture*.

Yet so far as actual school work is concerned, experience has shown that it is best to confine the attention to comparatively few subjects. For the successful conduct of life, even in its lower sense—that of mere bread-winning—knowledge of certain branches, with

ity in their use, has been found necessary. Not only
ut it has been found that these branches may be admi-
the development and training of the faculties of the

Arithmetic, for example, which is so closely con-
very-day affairs, furnishes in some directions the best
ns of training the mind. And language—both the
thought and the vehicle of expressing thought—is a
eans of training the mind. The problem is then pre-
teacher of so presenting these matters of instruction
f the pupil as to inform the mind and develop and train
The mental faculties do not appear in equal strength
time. They unfold gradually and in an established
teacher must know the order of their development and
ne which of the subjects of school instruction is best
lop each faculty, the place it shall occupy both in gen-
etail in the scheme of instruction, and how it shall be
as to avoid harm and produce the very best results.
uable at this point is the experience of others. A
re, on *Methods of Teaching* ought to form an impor-
of the teacher's professional library. These books are
collection of the methods which have proven valuable
d in the experience of former teachers. It is one of the
ges incident to the invention of printing, that we easily
the experience of the past. Yet books on methods
uggestive. No teacher will be able to carry out blindly
of others. These may suggest and stimulate, but to be
e they must be thought over, sifted, compared, and
into the mental constitution of the teacher, modified
perience and adapted to suit his own peculiar circum-

oroughly equipped teacher it is not enough to know
st methods of teaching. The activity of his own mind
y suggest methods that in his judgment seem better.
y his ideas and testing their worth he may waste much
e—valuable to himself and still more valuable to his
the same thought may long ago have been submitted
test of experience and found wanting. A very brief
of the history of educational thought and effort would
h weariness and show the impracticability of his ideas.
nt, then, that he should know not only the successes,
failures of the past. This may be found in a *History*
—a history not diffuse and extended, but presenting

clearly and concisely every phase of educational thought and effort in all the past, its merits, its defects, its success or its failure.

But educational thought is progressive. Each year chronicles new successes or new failures. New methods are evolved or valuable modifications of well-known principles are suggested. New social conditions occasion new educational wants and demand new educational appliances to meet them. That the teacher may keep abreast of current thought on educational subjects he must have periodicals especially designed for the discussion of such subjects. Here, then, is the place of *Educational Journals*—journals that give the salient points of all these discussions and help the teacher to decide what is best and wisest in his circumstances. On many interesting topics there are no other sources of information. Within the past few years there have arisen heated discussions of theories and methods (as for example the question of "*Text-books, or no Text-books*," the renewal of the *Scientific and Classic Controversy*, *Industrial Education*, &c.,) a knowledge of which can be obtained in no way except through the periodicals. No history of them has yet been written. A good *Educational Journal* is, therefore, an important factor in a teacher's library.

One of the most difficult, as well as one of the most important subjects connected with school life is that of discipline—a subject that inquires how the pupil may be influenced to respect the law of the school, how he may be restrained from evil, and how he may be turned into a direction that will build up a noble character. The school that fails in its discipline fails in everything. The community demands, as the result of school work, intelligence and virtue, and so far as the school fails to secure these, just so far does it fail to meet the purpose of its organization. Many other questions also come up in conducting a school—the relation of parents and teachers; the arrangement, heating and ventilation of school-houses, &c., &c. These all have to be considered and adjusted by the teacher. That he may know the best ways of accomplishing these duties, he must have a book of *methods* relating to them. Hence arises the necessity for books on *School Economy*, or *School Management*.

The following then, would seem essential to the *minimum professional library* of the true teacher:

1. *A good book on Mental Science and Culture.*
2. *A good book on Methods of Teaching.*
3. *A good book on the History of Education.*
4. *A good book on School Management.*
5. *A good School Journal.*

Woman as an Educator.

ith says, that "as long as boys and girls run about in trundle hoops together they are precisely alike." A author remarks, after quoting the above, that, "they not precisely alike; men and women have all the same ther pertaining to the intellect, sensibilities or will, but m with a difference ; and it is by this difference that admirably, so wonderfully adapted to their spheres

g to the "Mosaic account of the Creation," we find ne design of God that a difference should exist, for e to both equal privileges of enjoying the comforts of to man the naming of the "Fowls of the air and the field."

sists this difference, and what is the sphere of each, are ost as old as creation itself and even in this enlight- th century it is regarded by many as an insoluble ey graciously acknowledge she is to man what poetry e, what sunlight is to flowers, or what music would be rld, but apart from beauty, rythm, idealty and inspi- nothing. The mere dependent and ornament of man, y foolish to think that her work in this life is as exalted t as his, that in the realm of thought she is his equal, n ever look down upon an admiring world from as eence.

combat this sophistry and endeavor to show that her e is as exalted as his, and that by simply living out that est responsibilities she can exert as noble an influence d.

convictions, let us view woman with the bondage of sphere set aside, rejoicing in the crown of honor that Enlightenment have placed upon her brow.

ew stations of life that have not been filled by women al, intellectual and professional abilities. As illustra- n's administrative talent, we will name Catherine of Margaret of Sweden. The mere mentioning of such a Browning will remind all that the gentle sex is hon- uses. And leaving the rhythmic numbers who has writ- e solidity and power than those twin-born French

spirits De Staël and "Scholastica." Among those who have reflected lustre upon the claims of art we will proudly mention Harriet Hosmer. Jennie Lind and Christina Nilsson have signalized themselves as vocalists. Nor would we forget, in making this rapid survey, the higher claims of science as the devout Caroline Herschel pierces the thick veil that envelopes God's workings and tells us of new lights in Heaven. In the medical profession she has been successful and performed many works of philanthropy. That woman will dare to do anything when prompted by a sense of duty and tender love of humanity, has been exemplified by the Maid of Orleans, Charlotte Corday and Florence Nightingale.

In the legal profession her talent might win her success ; but here we pronounce her a cloud upon society, a counterfeit of the law and finished work of God, and confess that when she takes her stand upon the rostrum and claims that as her sphere, she crushes her diviner element and is morally shattered forever. Politics, too, has its votaries among the fair sex but it is far too degrading to her holy mission to have her name connected with the fraud and injustice of a political age. The pulpit too has been filled by her, but we cannot think that this is her sphere. She has been ordained by the "Great Founder" of the Church to minister to those over whom she presides ; it is at home and in the school-room that she should exercise her priestly functions ; the family, school and her own altar are the ones before which to offer her intercession for those committed to her charge. Having briefly shown the different spheres of life that have been occupied by woman, we will next glance at her culture and pass on to her abilities as an educator.

In the earlier ages of civilization, Plato declares that "woman is but the lesser man," and urges his countrymen to educate their daughters as well as their sons ; modern minds accept his convictions as potent truths.

Difference of temperament and constitution exist, nature decrees the distinction and the requirements of life demand that it should be preserved, but when opportunities of culture are given to woman they are as likely to be turned to wealth as when extended to her masculine competitor. In many of our higher institutions of learning the brother and sister may be found, conversing, as it were, with Homer the renowned Greek poet, or with Cicero, the golden-mouthed Roman orator, or deeply interested in Plato, as he reasons like one inspired or vieing with each other in solving the beautiful but difficult problems of the curves of Conic Sections. And with what degree

you? Where honors are to be won the sister receives
e.

State has at last remembered her daughters by
appropriation for a Normal school. From a late number
AL, we quote the following: "Let us hope that it is
f brighter days, and its efforts for good, though cir-
y sex, may prove to our Legislature that we do need
ols for our teachers."

cation prominent above all the rest for which woman
cial aptitude is the training of young minds.

quicker and warmer sympathies for the peculiarities of
mbined with a deep knowledge of their mental and
s and infirmities, surely woman is adapted to the great
ating the mind and the heart.

er of elementary schools woman is superior to man,
ter natural tact, patience, sympathy, and kindliness of
ing also to her intimate association with children in
e, by which she is better enabled to study their char-
positions. It is the experience of almost every school
at the moral sense is appealed to and aroused more
woman than by man. Her moral superiority was
trated:

'Not she with trait'rous kiss the Saviour stung;
Not she denied him with unholy tongue;
She, when apostles shrank, would dangers brave;
Last at the cross, and earliest at the grave.'

inning moral suasion she is often more successful in the
of boys than her harsher brother, and if she can con-
at can resist her influence; for Plato tells us that "the
st unmanageable, insidious, sharp-witted and insubor-
animals, inasmuch as he has the fountain of reason in
regulated."

ct worthy of note is, that the brother teacher of to-day
rmer, merchant or divine of to-morrow; he goes where
ne awaits him, often rejoicing at his emancipation from
uties, using this noble profession as a stepping-stone
r; whereas, when woman enlists in this work she is a
nd unless the duties of wifhood or the icy hand of
her, you will surely find her in the ranks of the noblest
ons.

Teaching is more exalted than the fine arts; it does not deal in the dead material, but forms the living soul.

Ah! how high above mere physical labor is true teaching! Our weary round of self-sacrificing duties must not be looked upon as drudgery. It is our life-work, and filled with far-reaching hopes and we have ideals before us, and however crude the material, we must recognize the presence of the angel within and work to develop its beauty.

Grace Greenwood says, that "it is love for any work that gives it dignity and propriety," and we endorse her sentiments. We should consecrate our full womanhood to the calling in which we have embarked; knowing that eternal hopes are wedded with our daily round of duty, we should look with joy and faith upon our work. If true to our better selves we do not desire a grander arena of usefulness, we can never be a greater blessing to our country than in the sphere where we can train intellectually, and morally, the rising generation. In our rule over others let us not forget to keep in subjection our own rebellious spirits; the school-room is no place for a display of temper. Yield not to discouragements; how often do we hear, "I am opposed to lady teachers—the school-room is no place for them, and if the trustees give the school to Miss A., I will not send my children." Let such remarks make us more determined to prove to all that more is required in the school-room than the clear, logical, frozen intellect of our honorable co-workers. We hear criticisms on every side. Gladstone says that "criticisms and censure never hurt anybody. If false, they can't hurt you unless you are wanting in manly character; and if true, they show a man his weak points and forewarn him against failure and trouble." If we are conscious of discharging our duty to the uttermost no censure or unjust criticism will worry us.

In conclusion, I will say women know no higher or holier mission than teaching, and by courage and perseverance we will be enabled to carve out for ourselves a niche in life's temple, and can press onward and upward to a higher reward, knowing that we have not labored in vain.

O. T. G.

The State Normal School.

The readers of the JOURNAL feel sufficient interest in the State Normal School, at Farmville, Va., to desire a brief statement of the proceedings of the trustees, at the meeting on the 30th July.

The seventh section of the act of the Legislature, of March, 1884, establishing a State Normal School,, provided for the payment of the annuity of \$10,000 "*out of the public free school fund.*" Under legal advice the payment of the same was declined by the Auditor on the ground that this fund was dedicated, by the Constitution, to free school purposes *only*, and could not be appropriated to a Normal School which, it was alleged, was no part of the public free school system. The trustees (Dr. Curry and others) were compelled to seek a judicial construction of the law, and applied to the Court of Appeals for a *mandamus* to compel payment of the annuity. On the 24th July, 1884, the court sustained the above position taken by the Auditor, refused and dismissed the petition. Judges Lacy, Richardson and Fauntleroy concurred in the opinion delivered, and Judges Lewis and Hinton dissented.

The trustees met on the 30th July. Finding themselves, by this decision, without means to execute the legislative will, they reported to the Governor the "condition" of the school, as required by law, and will apply to the Legislature, which will convene in special session on the 13th August, for an amendment of their act, and to direct the payment of the annuity out of the general treasury by the Auditor. It is hoped and believed that the Legislature will comply with the petition, and establish the school as designed by the act of 7th March last. A grave and important question has arisen in connection with this matter. The State, through the Legislature, by the act of 7th March, made a *contract* with the town of Farmville, by which it was agreed that if that town would acquire title to, and make to the State a deed conveying the "Farmville College" buildings, that then the State would establish the State Normal School in Farmville. The corporate authorities of the town have, in good faith, bought and paid for, at a cost of several thousand dollars, the property mentioned, and conveyed it to the State of Virginia. It is not believed that Virginia will repudiate its obligations in the premises.

W.

Some Ways to Elevate the Teacher's Profession.

BY HOMER B SPRAGUE, PH. D.

I. We should, perhaps, reverence more highly our calling. We should be more keenly alive to the fact that the most vital interest of any community is the right education of the young; that the greatest service that can be rendered to a child is to train him up in

the way he should go ; and that the five or six hours a day in school give the instructor a greater opportunity than the minister, or even the average parent possesses.

II. Teachers should make themselves more worthy of respect by fitting themselves with the utmost care and with endless painstaking for their work. This involves, among other things, a higher standard than now of the following requisites :

a. General intelligence on the part of the instructor. Something of everything, or, at least, something of many branches of knowledge, he should know. Therewith should come greater breadth and a better perspective.

b. A clear conception and steady view of the results to be aimed at in the training of a child.

c. Mastery of the special subjects taught. On every side the teacher should stand on the vantage ground, able to construct, in his hand, from his own brain, a sufficient text-book, and able, like the best German instructors, to dispense with text-books altogether during recitations.

d. Skill in conducting class-exercises. This involves tact, quickness, avoidance of errors, daily planning, daily study by the teacher. For ten, twenty, or even thirty years, the best lawyer, clergyman, or physician is growing more expert. It must be so with the teacher; every school performance by him should be a work of adding new skill, and revealing more and more the hand of a master-workman.

e. A hearty love of children, and an intense delight in seeing them grow day by day in grace, in knowledge and in strength. Without this love and joy, this great condition and rich reward of success, the teacher has mistaken his calling. With them, however lofty the ideal, there will be no impatience toward the weak; no erring; no sarcasm in his wit, no ridicule in his humor; cheerfulness, courage, and hope will rise into inspiration.

f. Health of body and of soul on the part of the teacher, in order that there may be tenderness without morbidness, firmness without undue severity in dealing with the pupil. Religious conviction, taking hold of every fibre of the teacher's nature, is an indispensable basis.

III. In aid of this self-improvement the literature of the profession should be in the instructor's hands and on his library shelves. The works on education, now within reach, are already rich in the fruitage of deep thought and wide experience. Some of the edu

tional newspapers and magazines are valuable. They cannot be neglected without loss. The work that is going on in school and college, the successes and failures of the many experiments that have been tried, the biographies and systems of the great educators, ought to be in some good measure known to every teacher of long experience.

IV. Teachers should regard their occupation not as collateral, incidental or temporary, but as central and permanent; not as a convenience or a stepping-stone, but as a life-work.

V. They ought to combine for mutual improvement, mutual cheer and mutual aid. Teachers' clubs; town, county, state, national associations; teachers' insurance companies; the American Institute of Instruction; such organizations should be fostered, their membership increased, their meetings attended and made more useful. In all proper ways an *esprit de corps*, earnest, yet never degenerating into clannishness, should be promoted. Teachers, above all other men, need to look each other in the face and see how strong they are if they will but pull altogether. To hold one's self aloof from these gatherings, to be a sort of *idiotes*, argues conceit or selfishness, or ignorance sadly at variance with the essential spirit of the profession.

VI. Teachers should be alive to their social and civil duties, and disposed, modestly, yet bravely to maintain their rights; not afraid to take sides on any question that divides the community; having an opinion and ready to maintain it, a vote and ready to cast it. There is hardly a more pitiable spectacle than a teacher too stupid to know, or too selfish to care for, or too cowardly to assert the just claims of his country, his party or his religion. Here should come a quiet but sleepless vigilance, industry and adroitness in elevating public sentiment on school matters, in securing the best men as members of school committees, and in shaping school legislation so as to honor God and bless mankind.

VII. Akin to the preceding, teachers should cherish such a high sense of honor as will not submit tamely to unjust aspersions upon their profession, nor to unfair treatment of any of their number by those in authority over them. It may not at all times be wise to speak out; but when their vocation, or their fraternity, or any one of their number, is publicly slighted, or disparaged, or wronged,—whenever action is taken that appears to be based upon the theory that teachers, as a class, are untrustworthy, or incompetent, or pachydermatous,—they should somehow make the perpetrators

feel that this thing is not to be done with impunity, and make the public aware of their indignation. Through the newspaper press or through some high-minded official, or by resolutions published to the world, or otherwise, according to circumstances, the professional honor and rights should be vindicated.—*N. E. Jour. of Education.*

The Choice of Occupation.

Parents often complain to me that their sons who have been in school all their lives have no choice of occupation, or that they choose to be accountants or clerks, instead of manufacturers or mechanics. These complaints are invariably unreasonable, for how can one choose at all, or wisely, when he knows so little?

I confidently believe that the development of the manual element in school will prevent those serious errors in the choice of a vocation which too often wreck the fondest hopes. It is not assumed that every boy who enters a manual-training school is to be a mechanic; his training leaves him *free*. No pupils were ever more unpredicited, better prepared to look below the surface, less the victims of a false gentility. Some find that they have no taste for manual work and will turn into other paths—law, medicine, or literature. Great facility in the acquisition and use of language is often accompanied by a lack of either mechanical interest or power. When such a boy is discovered the lad should unquestionably be sent to his grammar and dictionary rather than to the laboratory or draughting-room. On the other hand, decided aptitude for handicraft is not unfrequently coupled with a strong aversion to and unfitness for abstract and theoretical investigations. There can be no doubt that in such cases more time should be spent in the shop, and less in the lecture and recitation-room. Some who develop both natural skill and strong intellectual powers will push on through the polytechnic school into the professional life, as engineers and scientists. Others will find their greatest usefulness, as well as highest happiness, in some branch of mechanical work, into which they will readily step when they leave school. All will gain intellectually by their experience in contact with things. The grand result will be an increased interest in manufacturing pursuits, more intelligent mechanics, more successful manufacturers, better lawyers, more skillful physicians and more useful citizens.—*From "The Fruits of Manual Training," by Professor C. M. Woodward, in Popular Science Monthly for July.*

Shall we Put Spectacles on Children?

In a paper with this title Professor Julian J. Chisholm, M. D., of the University of Maryland, makes a plea for providing children with the means of counteracting their congenital or acquired defects of vision. According to the traditions, the need of spectacles is an indication of old age, and so the world interprets it. A better knowledge, however, is diffusing itself among the medical profession, and from them to the public. While advancing years may be a factor, it is only one of many causes inducing defective vision. The action of the perfect eye conforms to the law of optics that, unless a lens focuses accurately on the recipient surface, the image made must be more or less imperfect. In front of the lens there is a broad, circular ligament of the eye, which presses against it, and, when objects at a short distance are to be looked at, by the action of a muscle (the ciliary), the compressing ligament is relaxed, so that the lens, its natural elasticity responding at once to the relief, becomes more convex, and is, therefore, in condition to focus more powerfully light coming from near objects. What is called accommodation, or ability to change the focus, is, then, a muscular act. When the accommodating muscles are temporarily enfeebled by diseased conditions of the system at large, they do not lift off sufficiently the flattening band, or they are too weak to keep up the continued action for the relief of lens pressure; hence we often find children recently recovered from an attack of measles, scarlet fever, diphtheria, whooping-cough, or from any one of the depressing diseases of childhood, unable to study as they did before the attack. A weak-magnifying spectacle, by helping the muscles to do their work, will enable such children to continue their studies till tonics, daily administered, restore the needful strength to the enfeebled muscles. The foregoing statements are based upon perfect eyes. Unfortunately, the eyeball, with the many other features, has not always the perfection of symmetry. Near-sighted long eyes and over-sighted flat eyes are the common deviations from the standard shape. In the near-sighted eye, called *myopic*, the eye is so long from front to back that the lens is too far from the retina. The result is, that rays of light from a distant object come to a focus, and have begun to diverge when they reach the retina, so that the image formed is blurred. The second deviation in the form of the eye is called *hyperopia*. This is a flat eye, a very common form in children. It

is a congenital defect, in which the crystalline lens is located so near the retina that light, passing into the eye, is stopped by the retina before it comes to a focus. This must also produce an ill-defined picture. Unfortunately, faulty eyes, which give out under use, do not appear differently from perfectly shaped ones. The flattening or the elongation, is not in the exposed cornea. It is usually at the expense of the inner half of the eyeball, hid away in the socket. Children, either by inheritance or acquisition, have misshaped eyes so that they can not see objects clearly through the usual range of distances, what can be the propriety of allowing them to go through life as if in a constant fog, when a properly selected glass clears up the mist, and enables them to see as others do?—*Popular Science Monthly for July.*

Good Language.

As soon as a child begins to lisp its first broken sentence its education should begin. Habits are formed which will exist to a greater or less degree throughout life. Such being the case, the conversation of the older members of the family should be carefully guarded lest the little ones hear and learn ungrammatical expressions and slang, which, sad to say, are so rife among our young people of the present day. The servants, with whom children spend much of their time, should be chosen with reference to this matter. A mother should feel it her duty to point out any grammatical mistake made by them, and insist on their language being correct, respectful, and devoid of slang at all times. It is exceedingly difficult to break children of habits once formed, and care in this direction will save much trouble and annoyance. One way to cultivate the use of language and at the same time to learn of the occupations and companions of her children, is for the mother to encourage the daily narration of what they have seen, heard and enjoyed, and the telling of their little experiences. The study of pictures, moreover, in which every child delights, may be used as a great provocation of language. Children always love to look at pictures, and can almost always be induced to talk about them. This study teaches them observation and how accurately to describe whatever they see. When stories are read to children they should be obliged to reproduce them using as far as possible the language of the book. The memory strengthened in this way, a habit of attention formed, and the power

of expression increased. If such plans as these are systematically carried out, they will prove a wonderful help in the thorough education of a child. The constant, careful teaching and kind suggestions of parents will accomplish a work which can never be performed by study, and in after years such early home training will show itself in a ready command of language and an easy, graceful power of conversation.—*National Presbyterian*.

Option in School Studies.

In education, as in other things, I am a firm believer in the principle of expending the least force which will accomplish the object in view. If a language is to be learned, I would teach it in the easiest known method, and at the age when it can be easiest learned. But there is another theory which is often acted upon, though seldom explicitly stated,—the theory that, for the sake of discipline, hardness that is avoidable should be deliberately imposed upon boys; as, for instance, by forcing a boy to study many languages, who has no gifts that way, and can never attain to any mastery of them. To my mind the only justification of any kind of discipline, training, or drill is attainment of the appropriate end of that discipline. It is a waste for society, and an outrage upon the individual, to make a boy spend the years when he is most teachable in a discipline, the end of which he can never reach, when he might have spent them in a different discipline, which would have been rewarded by achievement. Herein lies the fundamental reason for options among school as well as college studies, all of which are liberal. A mental discipline which takes no account of differences of capacity and taste is not well directed. It follows that there must be variety in education instead of uniform prescription. To ignorant or thoughtless people it seems that the wisdom and experience of the world ought to have produced by this time a uniform course of instruction good for all boys, and made up of studies permanently preëminent; but there are two strong reasons for believing that this convenient result is unattainable; in the first place, the uniform boy is lacking; and in the second place, it is altogether probable that the educational value of any established study, far from being permanently fixed, is constantly changing as new knowledge accumulates and new sciences come into being. Doubtless the eleventh century thought it had a permanent curriculum in "*Lingua, tropus, ratio, numerus, tonus, an-*

gulus, astra"; doubtless the course of study which Erasmus followed was held by the teachers of that day to supply the only sufficient liberal education; and we all know that since the year 1600, or thereabouts, it has been held by the wisest and most cultivated men that Greek, Latin, and mathematics are the only good disciplinary studies. Whewell, whose foible was omniscience, did not hesitate to apply to these three studies the word *permanence*. But if history proves that the staples of education have in fact changed, reason says still more clearly that they must change. It would be indeed incredible that organized education should not take account of the progress of knowledge. We may be sure that the controlling intellectual forces of the actual world, century by century, penetrate educational processes, and that languages, literatures, philosophies, or sciences which show themselves fruitful and powerful, must win recognition as liberal arts and proper means of mental discipline.—Pres. C. W. Eliot, in *June Century*.

THE *Present Age* says: The assignment of lessons for home study by teachers in the public schools has been recently criticized and condemned by the superintendents both of the Milwaukee and Chicago schools. Superintendent Anderson, of Milwaukee, has made a careful investigation, and recommends its abolition in this city. As a rule, he says, the practice is unnecessary, as pupils in schools where home study is discouraged stand as high in scholarship as in those where it is practiced. The practice, he says, operates to the positive injury of the pupil, physically and mentally.

We regret that we cannot agree with the eminent authority quoted by our contemporary. The question of home work, or home study, is not mere theorizing with the writer. It has been a custom for years to require all students above a certain age in a class, say ten years old and the fourth grade, to do some work at home. We have seen that this work was regular—*i. e.*, assigned week in and week out, and not excessive in quantity. The benefits arising from the system were and are manifold. The children in the taught system; they get in the way of regular habits of work; they have some set task to do at home and comparatively alone, they become independent; they learn, by practice, how to use books, how to read, how and where to obtain information—one of the most useful things school-life can impart; they acquire from regular, d

home-work the habit of industry in brain work, a habit the possession of which is the surest guarantee of diligence in after life. It may be said, in reply, that these things may all be accomplished by study in school under the direction of the teacher. We believe not so. The experienced instructor will agree with us that the surroundings in the school-room, the large number of students, the constant change from study to recitation and the reverse, the very presence of the teacher and the reliance of the pupil on his constant help and direction, all tend to prevent that concentration of mind, that abstraction, so needful to successful mental acquisition.—*Pacific School Journal.*

“THE High Schools stand on the ground between the College and the Common Schools—between the head and the hands, which are thus united. The High Schools have the American mark of the almighty dollar on them. They produce men whose brains are well qualified to assist their skilled hands, and therefore bring forth the most effective kind of labor, and annually save the country 200 per cent. more than it costs to educate them. The High Schools are the broad middle ground into which every avenue of society enters.”—PROF. T. H. JOHNSTON, *Cleveland, O.*

Economy of Time in Schools.

This can be accomplished by the following methods: (1.) By eliminating from the course of study, not any one perhaps, but parts of subjects unimportant in themselves and unsuited to the age, capacity and wants of the respective classes. (2.) By a more liberal supply of materials necessary to secure the most effective work. (3.) By a more judicious use of time. I do not propose to speak in detail of the first and second methods, but only of the third. In my visits from school to school nothing is more noticeable than the difference in real value between the work done in a given time in one school and that done in another. One teacher has methods by which he holds every member of his class to the work before him, while another with different methods commands the attention of only a few at a time. One teacher understands the importance of effort concentrated upon a given point, gaining which other points are easily secured; another gives to each topic an equal amount of time and thought. Let me be more specific. In one school I heard a class read forty-five minutes, each scholar reading in turn. The school was orderly and quiet; but it seemed to me that the benefit derived from the exercise was chiefly that gained by each scholar from reading his own paragraph. In another school I heard a class read thirty minutes. This class was arranged in two divisions, and a part of the reading was in concert. The teacher called for the reading as follows: “John—

Mary—first division—second division—Susan—class—James,” and so on, calling perhaps, the same scholar several times. Each scholar and division promptly respond when called on. I will add that the concert-reading was confined to one or two sentences at a time, the principal object in its use being to secure attention. There be any question which of these exercises is the more profitable? In my judgment, *more* was accomplished in the thirty minutes than in the forty-five.

In teaching spelling, time is often wasted, both in study and in recitation, upon words seldom if ever misspelled. A child would probably spend as much time in the study of the word *exploration* as in that of *preparation*, and yet three hundred scholars belonging to different schools, writing these words without study, failed them in the ratio of one to thirty-two. On the words *refreshment* and *especially*, failures were as one to forty-six. Teachers should know by repeated tests what word requires careful study, and should by some method indicate these to the scholars in arranging lessons. Spelling-books should be arranged with this in view. The spelling of difficult words can be more securely fixed by writing them every day for a week than by writing them the same number of times at intervals extending through months. Let me not be understood, however, to favor the spelling of difficult words unless they are in common use.

The same principle is true with reference to fixing the pronunciation of certain words. Many words are mispronounced all the way through the different grades of schools. To correct these errors when they occur does but little good; they are the result of ignorance, but of habit. A list of such words should be prepared for the teachers, that special drill may be given upon them.

Classes are often detained too long at a time upon a given subject. Work in arithmetic is often confined to practice under one rule for days and perhaps for weeks. A better way would be to be constantly advancing to new work, and at the same time keeping in view the old. A lesson of ten examples all in division is not so profitable as one which contains two examples under each of the preceding rules and four in division.

Punctuation and the use of capitals may be taught incidentally better than by lessons. A class may be reading the following passage, to which I happen to open “This increased the suspicion of the French, and when France and England arrayed themselves against each other in the Old World, in the war of the Austrian Succession, their American colonies at once followed their example. The struggle was known as ‘King George’s War.’” After reading this, let the scholars close their books and express their opinions as to the capitals and punctuation marks to be used; then re-open them and compare their own views with the passages as printed. Such an exercise will take but a few minutes, and will tend to make scholars more observant as they look at the printed page.

A supply of short stories for Primary Schools and “Cards of Information” for Grammar Schools, both to be used for *silent reading*, would be another means by which a waste of time might be prevented. It often happens that individual scholars finish their work before others of their class. These stories and cards could be used to occupy such unemployed time.—*Selected.*

EDITORIAL PARAGRAPHS.

THE NORMAL INSTITUTE AT WYTHEVILLE.—We had the pleasure last week of a visit to Wytheville and the Normal Institute in operation there. We found about two hundred and fifty teachers and three county superintendents assembled, though the total enrolment amounted to two hundred and eighty-three teachers and nine county superintendents. The sessions were held in Sexton's Hall, and the entire body was worked as a single class. Professor E. V. De Graff, of Washington, D. C., and Professor W. B. McGilvray, of this city, conducted the exercises, dividing the subjects of instruction between them. The course embraces instruction in the best methods of teaching the branches required in the common schools, and the best methods of discipline and of school management in general. The teachers are very earnest in their work and seem determined to make the best use of their opportunities. The instructors are skilled, faithful and diligent. A number of general lectures on interesting themes have been delivered by members of the Institute and visiting educators. We had the pleasure of hearing an interesting and instructive lecture on "The Sun" by Professor W. A. Obenshain, of Ogden College, Ky. Professor F. V. N. Painter, of Roanoke College, Professor T. N. Conrad, of the Virginia Agricultural and Mechanical College, and others, are expected to take part in the work. The county superintendent, Major W. G. Repass, has been untiring in his efforts for the comfort of the teachers. The citizens generally have given them a cordial reception. The large number of teachers present and the increased interest of the public in Normal Institutes augurs well for the future of public education in Virginia. Professor De Graff's engagement closed August 2d, and he returned home, leaving Professor McGilvray in charge. The Institute will close August 12th. At an examination of applicants for scholarships in the Nashville Normal College, eight applicants presented themselves. The examination was conducted by Superintendents Repass, of Wythe, and Obenshain, of Botetourt.

We were much gratified at the uniform testimony we received as to the value of the JOURNAL to the teachers individually, and as to the increased interest in school work and the greater efficiency of the schools in those counties whose teachers are counted among its constant readers.

THE MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION AT MADISON, WIS.—We copy from the *Wisconsin Journal of Education* the following account of this grand meeting. The accounts which we have seen indicate that it was a complete success. Virginia was not represented largely. We have seen only the names of Dr. J. L. M. Curry, President J. D. Dreher and a few of our teachers. President Bicknell and his corps of energetic assistants are to be congratulated on the gratifying results of their work:

It was, indeed, a great convention. The most sanguine expectations of the promoters of the meeting were fully realized. There are, of course, no possible means of determining with accuracy the number in attendance; but these facts remain: Twenty-five hundred annual memberships were taken during the week; a large number of life and annual members previously enrolled were present; a large number bought excursion tickets upon some lines of railways which did not require them to be stamped by the Association to make them good for return, and a good many of these who were present did not pay the fee and join the Association. Probably not

less than five thousand people were in attendance quite constantly, and perhaps nearly as many more were transiently in the city on account of the meeting. The weather being exceptionally cool and pleasant, comparatively little discomfort was experienced by the vast throng which crowded every meeting, filled the corridors of the Capitol, all the new wing devoted to the exhibit, and overflowed Capitol Park, upon the lakes, and to the dells of Wisconsin, and other resorts not far from the city.

Financially, the results were equally gratifying. The National Association some years has been struggling with the effort to promote interest in, secure attention to, and disseminate information concerning the facts, fundamental principles and essential practical features relating to public education, with very limited means wherewith to meet expenses. A few leading and generous members have annually contributed largely of personal means to pay the balances. At the close of the meeting last year at Saratoga the Association was six hundred dollars in debt. At the close of the meeting in Madison this year the Association pays up all debts, expenses and leaves with four or five thousand dollars in its treasury for an endowment fund. That tells the story of financial result.

The social features and spirit were admirable. There appeared to be a strong determination to get acquainted one with another; the delegations from several States wore badges indicating the locality from whence they came, and the National Association furnished badges as far as practicable to all members. These served as a means of introduction. Ease and absence of reserve were noticeable, as well as a commendable taste and propriety in dress and manners, without attempt at display or ostentation. It was a company of thoroughly earnest, thoughtful, intelligent people with definite purposes, in which each recognized in every other the counterpart of himself.

The direct Association work was of great variety and interest, and of very high character. The men and women who presented papers and participated in the discussions were in the main persons of distinguished ability, wide reputation, and high character. By no means in entire agreement upon many of the great problems of public education, the great purpose seemed to animate all to so clearly and fully present the view entertained that the public can make just comparisons and discriminations and form right conclusions. Almost every phase of public instruction received consideration. The problem at the South was exhibited more completely than before; no more effective, popular or able addresses on this subject were given than those by representatives of the colored people, and they spoke from the same platform with the representatives of the other extreme of Southern society.

The Indian question was presented both by laborers among the Indians in their homes and in the schools where they are gathered for instruction and civilization. The presence of a class of sixteen from the Santee Agency school, Nebraska, added greatly to the interest of the discussion of the needs and possibilities of that race.

The simultaneous meeting of the Froebel Institute called out in force the friends and champions of the kindergarten; and the principles and philosophy of that system, and its relation to the public schools, as well as its educative value, were discussed with great ability and vigor.

Elementary education, art education and normal school work each received attention, and called forth papers and discussions that were instructive, inspiring and helpful.

Perhaps no subject elicited greater interest or provoked sharper and more critical debate than that of industrial or manual training in public schools. Several gentlemen participating in the debate on that subject have had long experience in technical schools, wide observation in American and foreign schools, or have made the subject of education a matter of study, investigation and thought, from the standpoint of the psychologist, physiologist or citizen, and are very wide apart in their views on the subject. The sharp challenge of every fact presented, of every position assumed, and of every deduction from experiment, made the meetings on this subject instructive, entertaining and profitable in the highest degree.

The exhibition of school products and school work, although not an integral part of the Association, was a large, attractive and interesting feature of the occasion.

As a matter of course, the partisans of industrial education and manual training were on hand in force, and certainly made a most impressive exhibit. Schools in every part of the country were represented by handiwork, and specimens ranging from a wooden hatchet to a steam engine in actual operation were displayed. The work of the girls as well as boys was shown, and the schools for feeble-minded children, for the blind, and deaf and dumb, of various States, were included in those making displays. The department of drawing, free hand, industrial, inventive, architectural and mechanical, was a marvelous revelation of possibilities in that direction, and the quiet, but exceedingly great change that is going on in the public schools in relation to the matter.

The display in connection with the Froebel Institute of the work of Kindergartens attracted throngs constantly, and represented work in this department in institutions from Boston to San Francisco, and even from across the sea.

The readers of the *Journal* can testify that in its pages very little was said in advance of this exhibit. The fact is, we had great fears that it might turn out to be a great collection of rubbish, of little interest or value educationally. We confess to a great and agreeable disappointment. The director, Hon. J. H. Smart, President of Perdue University, undertook the work independent of any responsibility to or by the National Association, and by his wise, untiring and persistent effort, aided by the efficient lieutenants called to his assistance, produced a display which commanded universal praise and admiration. Iowa and Indiana did grandly as States, Minnesota following closely.

Altogether, the gathering was one long to be remembered. Teachers and workers from every portion of this great country have stood face to face, touched elbow to elbow, as they formed along the lines of mutual interest and co-operative effort. The inspiration given and received cannot be overestimated in its value. Henceforth no one present can go about his work without a consciousness of being surrounded by a great cloud of witnesses, who will look for better work, more intelligent and discriminative application than was possible before, and of being supported by an army of earnest, able, high-minded men and women engaged in the same calling.

AN institution of which all Americans feel proud and in which so many are directly interested is the NEW ENGLAND CONSERVATORY OF MUSIC which begins its Fall Term under the most favorable auspices. In its NEW Home which has ample accommodations for 500 lady students, it has been a gratifying success. 1971 students representing 49 States, Territories, the British Provinces and Foreign Countries have been in attendance during the past, with every prospect of an increased number for the coming year.

Book Notices.

A METHOD OF ENGLISH COMPOSITION. By T. WHITING BANCROFT, Professor of Rhetoric and English Literature in Brown University. Boston: Published by Ginn, Heath & Co. 1884. Mailing price 65 cents.

In this little treatise of ninety-six pages, designed not to supplant but to supplement text-books now in use, the author discusses briefly yet clearly the principles and rules involved in the construction of effective and pleasing compositions. In the Introduction he treats of Rhetoric and its Relations, Rules for the Selection of Theme, and Construction of Discourse; then follow discussions of (1) Explanatory Composition, involving four methods, viz.: Exposition, Description and Narration, Explication, and Comparison; (2) Argumentative Composition, so presented as to illustrate the relation in thought between the Inductive and Deductive processes; and (3) Persuasive Composition. A valuable feature of the work is a list of themes for composition, classified according to the divisions of the book, and *specimens of plans* of themes under each division.

THE ELEMENTS OF RHETORIC AND COMPOSITION: A Text-Book for Schools and Colleges. By DAVID J. HILL, LL.D., President of the University of Lewisburg, &c. New edition. Sheldon & Co., New York and Chicago. 1884. Introductory price \$1.

The success of this text-book, measured by the large number of copies printed, has been such as to necessitate the preparation of new plates. The author has availed himself of this need to revise his work and to improve it by the addition of so many valuable practical features. Its value as a text-book has been greatly increased by the Summaries and Review Exercises which have been inserted. Its aim is not to give a discussion of rhetoric as a science, but to furnish a compendium of rules and guidance in the art of writing. The volume is so arranged as to conduct the learner step by step, through the entire work of writing a composition, including the selection of a subject, the accumulation of materials, the arrangement of the materials, the choice of words, the construction of sentences, the use of figures, the variation of expression, the preparation of the manuscript, the criticism of the completed production, and the classification of it as a specific form of composition.

THE ELEMENTS OF LOGIC: A Text Book for Schools and Colleges, being Elementary Lessons in Logic, by W. STANLEY JEVONS, LL. D., F. R. S., Professor of Logic in Owens College, Manchester, Eng.; Recast by DAVID J. HILL, LL. D., President of the University at Lewisburg, Pa., &c. Sheldon & Co., New York and Chicago. Introductory price \$1.

Professor Jevons's *Elementary Lessons in Logic*, which constitutes the substance of this book, is characterized by freshness in the treatment of the subject, fullness and felicity of illustration, clearness and vigor of style, recognition of the logical method of science as a part of logic, and a comprehensive presentation of recent views on the subject of reasoning. It was originally prepared for the use of English University students, yet its excellence was such that it was thought very desirable to adapt it to the use of American students. President Hill has done this by introducing a complete and precise analysis of the subject and a rearrangement of the text, by giving prominence to the cardinal principles and important doctrines, by systematizing the treatment

ic, and by adding summaries and other practical aids. The language been for the most part retained, except when a change was necessary

ING STYLE OF SHORT-HAND. A new Stenographic Text-
DON MORAN, of the State University of Iowa School of Short-Hand,
Christian Publishing Company, St. Louis, Mo. 190 pp. \$1.50.

work is a complete and systematic treatise on stenography and the
s, and the great demand now existing for instruction will doubtless
de sale. The character of the work is aptly described by its title,
the great merit of clearly presenting the Reporting Style of the
n System, divested of the Corresponding Style so-called. The
his is a saving of at least half the labor commonly spent in learning

great aim has been to produce a thoroughly practical instruction book,
features of superiority are :

of printed and engraved exercises are required to be written and
ntly increased speed.

is introduced until every principle has been explained upon which
its most approved outline depends.

of lessons are added on Professional Reporting. These contain
o beginning reporters, and abundant explanations of the methods
performing the work of an amanuensis, or in reporting speeches,
legislative and court proceedings.

VE SERIES OF INDUCTIVE LESSONS IN LATIN ; Based on
n from Classical Sources, especially from Cæsar's Commentaries.
LOW, A. M., Master of the Girl's Latin School, Boston. Boston :
Ginn, Heath & Co. 1884. Mailing price, \$1.25.

the result of an effort to apply the inductive method to elementary
in. The value of this method in developing and strengthening the
is well understood ; it also trains the pupil in the methods required
tigation. The author's plan is to give a series of examples drawn
rces, illustrating the special construction he wishes to teach ; the
d to study these carefully and then from the result of his observations
, or statement of classic usage. He is aided in this direction by
ons and directive hints. How far the method adopted will accom-
med at can only be determined by the test of the school-room. The
arranged and the exercises are full and apposite. A few lessons on
re given and are valuable. Various typographical devices are em-
te roots, and to show their connection with English words. Easy
Cicero and simple passages from Cæsar, furnish the material for
ation. It seems to us a defect that the necessary paradigms and syn-
ese last to be referred to by the pupil for confirmation of his own
owhere found in the book, but must be learned from other grammars.

C PRIMARY HISTORY OF THE UNITED STATES. By Ed.
erintendent Public Schools, Trenton, N. J. Van Antwerp, Bragg
ati and New York. Sample copy, 50 cents.

The author of this volume presents in language plain and easily understood a brief account of the most important events that have occurred in our history from its discovery to the present time. It is designed for those pupils the length of whose school course does not admit of the study of a more detailed history of our country. It is copiously and beautifully illustrated and is gotten up in the best style of book-maker's art.

THE RIVERSIDE LITERATURE SERIES—No 12. *Studies in Longfellow*. Outlines for Schools, Conversation Classes, and Home Study. By W. C. GANNETT. Houghton, Mifflin & Co., Boston: Price, 15 cents.

These outlines are invaluable for the systematic study of Longfellow. The author has grouped together and properly indexed the passages in the poet's work which exhibit any special phase of his character or writings. The following are his general headings and each is illustrated by reference to appropriate passages: The Poet—his Home and his Friends; *Evangeline*; *Hiawatha*; The Puritans—Longfellow as Poet of American History; Medieval Legends; Seaside and Fireside; God; My Brotherhood; The Poet—His importance and his Ministry.

APPLETON'S SCIENCE TEXT-BOOKS.—The Elements of Chemistry. By W. CLARKE, Chemist of the U. S. Geological Survey. New York: D. Appleton & Co. 1884.

The aim of the author has been to prepare a book available for use in elementary classes and in which the difficulties of the science should be encountered as they arise and not grouped together at the beginning; and also for the use of such as have no study without the aid of a teacher. He has besides so arranged it as to meet the wants of those who study chemistry as part of a general education, and yet afford a satisfactory scientific basis for those who desire to make it a special study. The inductive plan of teaching has been kept constantly in view. The experiments described are simple, and the greater number can be performed by the pupil himself, with improvised apparatus. Questions and exercises are inserted at the close of the book as suggestive to both teacher and pupil. The style of the book is simple and easily understood; the mechanical "get up" is all that could be asked.

A NEW SCHOOL DICTIONARY OF THE ENGLISH LANGUAGE.—Including a carefully prepared vocabulary of words in popular use, together with tables exhibiting the pronunciation of Ancient and Modern Biographical and Geographical Names, Scripture Proper Names, Christian Names, &c., &c. Prepared upon the Basis of the Latest Edition of the Unabridged Dictionary of Joseph Worcester, LL.D. Philadelphia: J. B. Lippincott & Co. Price, 90 cents.

Since the publication in 1835 of Dr. Worcester's *Elementary Dictionary* so many changes have occurred in the vocabularies of words in common use that the publishers have thought it desirable to substitute it by a new edition which shall embrace all that was valuable in the old, such of the principal new words as are likely to be referred to, and such modifications of the definitions of words not new as are required by the most modern usage. Great pains have been taken in carrying out these ideas, and valuable tables of Words and Phrases, Greek and Latin Proper Names, &c., have been added. These improvements engrafted on the well-known standard work of Dr. Worcester, make this a book fully meeting all the requirements of a school Dictionary.

For sale by West, Johnston & Co., 911 E. Main Str.

MANNERS FOR SCHOOL AND HOME USE. By EDITH E. Lee & Shepard. 1884. Price, 50 cents.

is condensed into twelve lessons excellent instruction in regard to Manners at School, on the Street, at Home, towards the Aged, Society, at Church, at places of Amusement, in Stores and similar Travelling and in Borrowing.

W. Randolph & English.

BE DONE. A Handbook for the Nursery, with Useful Hints for Adults. By RO. B. DIXON, M. D., Physician to the Boston Dispensary. Lee & Shepard. 1884. Price, 30 cents.

is very properly called An Emergency Handbook. It contains useful treatment of common accidents and diseases, and is a very handy book in sudden emergencies.

W. Randolph & English.

G CLUB AND HANDY SPEAKER; Being Serious, Humorous, Satiric, and Dramatic Selections in Prose and Poetry. For Readings and Recitations. Edited by GEO. M. BAKER. No. 13. Boston: Lee & Shepard.

pieces well adapted to the purpose for which they are designed.

W. Randolph & English.

News and Notes.

The Collegian for June, says: Last year James Saunders, Esq., a merchant of Tampico, Mexico, attended the Commencement exercises, pleased with what he saw and heard that he entered two sons—William and Julio Filigonio—as students of Roanoke College in September.

Mr. Saunders again visited the College, bringing with him two sons, William and Julio, Esq., of Tampico. These young men, who are cousins of the President of the Republic of Mexico, will spend the summer in Salem, acquiring English, with a view of entering College in September. Roanoke College have at least four Mexicans on the roll next session.

Publishers' Notes.

Manuscript specimens in Barnes' New National Readers, now in press of the American Book Co., show the marked tendency of the times in the direction of a more liberal penmanship.

Barnes & Co. publish "A Practical Book-keeping," by Millard R. Folsom, which is brief in form and unexcelled in fitting the pupil for Mercantile Business.

English Folsom's Book-keeping, which is a scientific presentation of the principles of book-keeping for the use of students; and Smith & Martin's Book-keeping, which is modified to give a sufficiently full course for Public Schools purposes.

The house has just published Eames' "Light-Line Phonography," the latest and shortest exposition of short-hand writing. Like all the other books issued from this house, it is thoroughly practical.

The Magazines.

POPULAR SCIENCE MONTHLY.—Contents for July: The Great Political Superstition, by Herbert Spencer; Colorado for Invalids; The New Theology, by Rev. George G. Lyon; Our Insects, by Grant Allen; The Fruits of Manual Training, by Professor C. M. Woodworth, Ph. D.; Are Science and Art Antagonistic? The Volcanic Eruption of Krakatau, (Illustrated); The Prevention of Hydrophobia; The Morality of Happiness; Diseases of Plants; Adaptation to Climate; Glasgow's Bandy-Legged Children, (Illustrated); Sketch of Averroës, (With portrait); Editor's Table: The Survival of Political Superstitions—President Elliot on Liberal Education; Literary Notices; Popular Miscellany; Notes.

EDUCATION.—An International Magazine—Bi-monthly, for July-August.—Contents: Frothingham, Margaret Fuller, (Marchesa Ossoli); The Order of Scientific Study, W. M. Payne; Illustrations of Superior Teaching, con., J. A. Reinhart, Ph. D.; The Origin of the German Universities, con., G. G. Bush, Ph. D.; Manual Labor Training in the Public Schools, Ch. O. Thompson, Ph. D.; Public Press and Personal Rights, John Bascom, L.L. D.; "New Education," Hon. D. L. Kiehle, A. M.; The Sunday School a True Nursery of the Church, E. P. Gould; Teaching History, Hon. J. M. Greenwood; Woman—Her Moral and Political Influence, Hon. Sr. Viscount de Campo-Grande; Editorial—Foreign Notes.

THE ATLANTIC MONTHLY FOR JULY.—Contents: Choy Susan, W. H. Bishop; Five Quarters, T. B. Aldrich; The Gospel of Defeat, H. W. Preston; A Cook's Tourist in Spain, I.; Gazing in the White Mountains, Bradford Torrey; Blood-Root, E. S. F.; In War Time, XIV., S. Weir Mitchell; Question, E. C. True; Chimes, and How they are Rung, A. F. Thews; Beaten by a Giaour, O. H. Durward; The Haunts of Galileo, E. D. R. Biancardi; Underworld in Homer, Virgil, and Dante, W. C. Lawton; The Growing Power of the Republic of Chile; Recent Poetry; Peter the Great; Schliemann's Troja; An American Story Written by The Contributors' Club; Books of the Month.

LIPPINCOTT'S MAGAZINE FOR JULY.—Contents: Some Suburbs of New York, I.; Aurora, Story, Chs. I., II., M. A. Tincker; June Days, C. L. Hildreth; Three Months in Chili, Whitman; Recollections of R. W. Emerson, Frank Bellew; At The Princess Ida's, A. H. P. Spofford; Two Miles of the Shenandoah, A Fishing Sketch, E. C. Bruce; Dick, A. F. Carman; Off San Salvador, J. B. Tabb; Life in a Russian Province, Two Papers, I.; S. Pereira; The Romance of the Elm, L. W. Champney; Thekla's Song, From the German Schiller, F. B. Gowen; Healthy Homes, VI., Dr. F. L. Oswald; Monthly Gossip; Literature of the Day.

THE AMERICAN NATURALIST FOR JULY.—Contents: Notes on a New Infusorian (Illustrated), A. C. Stokes; The Theory of Sex and Sexual Genesis, C. M. Hollingworth; On the Evidence that the Earth's Interior is Solid, con., M. F. Wadsworth; The Tertiary Marsupialia (Illustrated), E. D. Cope; Vestiges of Glacial Man in Minnesota, con., Miss T. E. Babbitt; Editorial Table—Recent Literature; General Notes—Geography and Travels, Geology and Palaeontology, Botany, Entomology, Zoology, Physiology, Psychology, Anthropology, Microscopy and Technology; Scientific Notes; Proceedings of Scientific Societies.

THE AMERICAN ANTIQUARIAN AND ORIENTAL JOURNAL FOR JULY.—Contents: Lecture on Polytheism, III.; Schliemann at Ilium; The Myths of the Raccoon and the Crawfish, and Dakota Tribes; Antiquities of Mexico, II.; Life Among the Mandans, Extracts from Henry's Journal; Emblematic Mounds—Bird Effigies, S. D. Peet; Editorial; Notes on Our Archaeology; Notes from Oriental Periodicals; Notes on American Archaeology; Book Reviews.

THE NORTH AMERICAN REVIEW FOR JULY.—Contents: Juries and Jurymen, Judge Pitman; American Economics, Prof. V. B. Denslow; Marriage and Divorce, Justice Davis; The Annexation of Canada, Dr. P. Bender; Government Telegraphy, Prof. D. Means; Private Vengeance, Ch. T. Congdon; The Future of the Negro, Prof. Ch. A. Gay and others.

OUR LITTLE ONES AND THE NURSERY FOR JULY.—Bright, sparkling, beautiful—has been received.

FFICIAL DEPARTMENT.

ARR, Superintendent Public Instruction, Editor.

*sent to every County Superintendent and District Clerk, and must be carefully
public property and transmitted to their successors in office.]*

ODY NORMAL INSTITUTES.—The Institute at Wythe-
nally opened, on Tuesday night, July 15th, by the
t of Public Instruction, under the most favorable
has from our latest report three hundred teachers in
Professors E. V. DeGraff, and W. B. McGilvray are
d all are much interested. Prof. Little, with his in-
board drawings added no little to the success of the
ises. A large number of County Superintendents are
ive interest in the sessions.

e day we had the pleasure of being present and open-
er session of the Virginia Normal and Collegiate In-
ersburg, which commenced very auspiciously. Prof.
Principal of the Institute, was present with a full
ctors and reports received from there since the open-
successful and profitable session. On July 31st, Hon.
y delivered to the teachers one of the most practical
addresses we have ever listened to.

y, July 22d, we opened the Institute at Harrisonburg
aced with an enrolment of three hundred teachers and
as been increased daily, until our latest advices indi-
four hundred teachers will avail themselves of the
the instruction. Professors M. A. Newell, of Mary-
. Swartz, of Lexington, are in charge of this Institute,
rs. Murrell and Miss McGee. On Tuesday night a
on was given in the court-house building, which was
ccess. An able address of welcome was made by
ul, and responded to by Prof. M. A. Newell and the
t of Public Instruction. This Institute is also being
a large number of superintendents, whose names we
a more full report which we hope to have for the

We are extremely gratified at the success of these Institutes, which far exceeds our most sanguine expectations. Too much praise cannot be given Superintendents Major W. G. Repass, of Warrington, and Rev. A. P. Funkhouser, of Rockingham, who had charge of the local arrangements, for the untiring zeal and energy manifested by them in the work.

The Wytheville Institute will probably close August 12th, and the one at Harrisonburg August 19th. The Farmville Institute for colored teachers will open August 4th.

ANNUAL REPORTS.—We again remind superintendents that we expect *prompt* and *accurate* reports for the year ending July 1st, and hope not one will have to be returned for correction.

We call attention to section 48, of school law, which requires that until the annual report is received, warrant for last quarter's pay shall not be forwarded.

It always gives us pleasure to mail promptly the warrants to superintendents for their well-earned salaries, but unless they comply with all the requirements of the law, this cannot be done. We will be in no wise to blame; we cannot accept a report that is not accurate in every detail. The superintendents whose reports are subjected to the close scrutiny to which they are subjected will not be keeping for their warrants, and we hope none will be disappointed in our respect.

We again call the attention of teachers and school officers to the importance of subscribing to the **EDUCATIONAL JOURNAL**, commencing with the May number, in order to obtain the code of school law of the State, and would say that as soon as the full volume is published it will be followed by the index of the same, thus furnishing to each subscriber a ready reference to every section and page.

WARRANT BOOKS.—At our suggestion, the firm of Messrs. J. B. Dolph & English, of this city, have manufactured a large number of warrant books for the use of District Boards in drawing from the different funds under their control.

These books have been gotten up in good style and will be found very useful in keeping the funds separate and facilitating the work of the clerk in making his reports. It is very desirable that a uniform system should prevail in the manner of disbursing the school funds, and with this object in view, we made the suggestion to this enterprising firm, and believe it would be wise for our District Boards to provide a set for the use of the clerk.

SCHOOL LAWS.—Copies of School Law have been sent to every superintendent for the following school officials of his county, viz: one for superintendent, one for each trustee, one for each member of the Board of School Commissioners and one for the County or City Treasurer. We hope ere this, that each of the above named officers has received his copy, and as the laws are conveniently arranged and appropriately indexed, there will be now no excuse for all connected with the schools not knowing their respective duties, and we shall not expect henceforth to hear of any violations.

THE year just closed has been a prosperous one to the schools of our State, and we feel assured, that when the reports are all in they will show a gratifying increase in every department of our great school system, which, year by year, is gaining in strength and popular favor. Our superintendents and other school officials, with rare exceptions, have labored earnestly and faithfully to promote the efficiency of the schools in their respective counties, and we feel very much encouraged for the future of our public school interests.

THE law passed by the last Legislature establishing the State Female Normal School, has been declared unconstitutional by the Court of Appeals, for the reason that the law specified that the annual appropriation to sustain the school should be taken from the public free school fund.

SCHOOL LAW OF VIRGINIA.

(Continued from page 264.)

SEC. 20. The general assembly shall confer on the courts the power to grant divorces, change the names of persons, and direct the sale of estates belonging to infants and other persons under legal disabilities; but shall not, by special legislation, grant relief in such cases, or in any other case of which the courts or other tribunals may have jurisdiction.

SEC. 21. The general assembly shall provide for the annual registration of births, marriages, and deaths.

SEC. 22. The manner of conducting and making returns of elections, of determining contested elections, and of filling vacancies in office, in cases not specially provided for by this constitution, shall be prescribed by law; and the general assembly may declare the cases in which any office shall be deemed vacant, where no provision is made for that purpose in this constitution.

SEC. 23. The legislature shall have power to provide for the government of cities and towns, and to establish such courts therein as may be necessary for the administration of justice.

SEC. 24. The general assembly shall have power, by a two-thirds vote, to remove from office any person who is disabled by physical or mental infirmity, or by legal disabilities incurred under clause third, section one, article third, of this constitution, with reference to duelling.

NOTE.—For Schedule in act for submission to the people of amendments to this article, vide 1875-6, page 92.

ARTICLE VI.

JUDICIARY DEPARTMENT.

SEC. 1. There shall be a supreme court of appeals, circuit courts, and county courts. The jurisdiction of these tribunals, and the judges thereof, except as the same is conferred by this constitution, shall be regulated by law.

SEC. 2. The supreme court of appeals shall consist of five judges, any three of whom may hold a court. It shall have appellate jurisdiction only, except in cases of *habeas corpus*, *mandamus*, and prohibition. It shall not have jurisdiction in cases where the matter in controversy, exclusive of costs, is less in value or amount than five hundred dollars, except in controversies concerning the title or boundary of land, the probate of a will, the appointment or qualification of a personal representative, guardian, committee, or curator; or concerning a mill, roadway, ferry, or landing; or the right of a corporation or of a county to levy tolls or taxes, and in cases of *habeas corpus*, *mandamus*, and prohibition, or the constitutionality of a law: provided that the assent of a majority of the judges elected to the court be required, in order to declare any law null and void by reason of its repugnance to the federal constitution, or to the constitution of this state.

SEC. 3. Special courts of appeals, to consist of not less than three nor more than five judges, may be formed of the judges of the supreme court of appeals and of the circuit courts, or any of them, to try any cases on the docket of said courts.

Perhaps no subject elicited greater interest or provoked sharper and more critical debate than that of industrial or manual training in public schools. Several gentlemen participating in the debate on that subject have had long experience in technical schools, wide observation in American and foreign schools, or have made the subject of education a matter of study, investigation and thought, from the standpoint of the psychologist, physiologist or citizen, and are very wide apart in their views on the subject. The sharp challenge of every fact presented, of every position assumed, and of every deduction from experiment, made the meetings on this subject instructive, entertaining and profitable in the highest degree.

The exhibition of school products and school work, although not an integral part of the Association, was a large, attractive and interesting feature of the occasion.

As a matter of course, the partisans of industrial education and manual training were on hand in force, and certainly made a most impressive exhibit. Schools in every part of the country were represented by handiwork, and specimens ranging from a wooden hatchet to a steam engine in actual operation were displayed. The work of the girls as well as boys was shown, and the schools for feeble-minded children, for the blind, and deaf and dumb, of various States, were included in those making displays. The department of drawing, free hand, industrial, inventive, architectural and mechanical, was a marvelous revelation of possibilities in that direction, and the quiet, but exceedingly great change that is going on in the public schools in relation to the matter.

The display in connection with the Froebel Institute of the work of Kindergartens attracted throngs constantly, and represented work in this department in institutions from Boston to San Francisco, and even from across the sea.

The readers of the *Journal* can testify that in its pages very little was said in advance of this exhibit. The fact is, we had great fears that it might turn out to be a great collection of rubbish, of little interest or value educationally. We confess to a great and agreeable disappointment. The director, Hon. J. H. Smart, President of Perdue University, undertook the work independent of any responsibility to or by the National Association, and by his wise, untiring and persistent effort, aided by the efficient lieutenants called to his assistance, produced a display which commanded universal praise and admiration. Iowa and Indiana did grandly as States, Minnesota following closely.

Altogether, the gathering was one long to be remembered. Teachers and workers from every portion of this great country have stood face to face, touched elbow to elbow, as they formed along the lines of mutual interest and co-operative effort. The inspiration given and received cannot be overestimated in its value. Henceforth no one present can go about his work without a consciousness of being surrounded by a great cloud of witnesses, who will look for better work, more intelligent and discriminative application than was possible before, and of being supported by an army of earnest, able, high-minded men and women engaged in the same calling.

AN institution of which all Americans feel proud and in which so many are directly interested is the NEW ENGLAND CONSERVATORY OF MUSIC which begins its Fall Term under the most favorable auspices. In its NEW Home which has ample accommodations for 500 lady students, it has been a gratifying success. 1971 students representing 49 States, Territories, the British Provinces and Foreign Countries have been in attendance during the past, with every prospect of an increased number for the coming year.

13. The counties of Augusta, Rockbridge, Bath, Highland, and Alleghany shall constitute the thirteenth circuit.

14. The counties of Botetourt, Roanoke, Montgomery, Floyd, Giles, and Cr... shall constitute the fourteenth circuit.

15. The counties of Carroll, Grayson, Wythe, Pulaski, Bland, and Tazewell shall constitute the fifteenth circuit.

16. The counties of Smyth, Washington, Lee, Scott, Wise, Russell, Buchanan, and Dickenson shall constitute the sixteenth circuit.

SEC. 10. The general assembly may rearrange said circuits or any of them, and increase or diminish the number thereof, when the public interests shall require it.

SEC. 11. For each circuit a judge shall be chosen by the joint vote of the houses of the general assembly, who shall hold his office for a term of eight years unless sooner removed in the manner prescribed by this constitution. He shall, when chosen, possess the same qualifications of judges of the supreme court of appeals; and during his continuance in office shall reside in the circuit of which he is judge.

SEC. 12. A circuit court shall be held, at least twice a year by the judges of the circuit, in every county and corporation thereof wherein a circuit court now may hereafter may be established. But the judges may be required or authorized to hold the courts of their respective circuits alternately, and the judge of one circuit may hold court in any other circuit.

County Courts.

SEC. 13. In each county of this commonwealth there shall be a court called county court, which shall be held monthly by a judge learned in the law of the state, and to be known as the county court judge: provided that counties containing more than eight thousand inhabitants shall be attached to adjoining counties for the formation of districts for county judges. County court judges shall be chosen in the manner as judges of the circuit courts. They shall hold their office for a term of six years, except the first term under this constitution, which shall be three years. During their continuance in office they shall reside in their respective counties or districts. The jurisdiction of said courts shall be the same as that of the existing county courts, except so far as it is modified by this constitution, or may be changed by law.

Government of Cities and Towns.

SEC. 14. For each city or town in the state containing a population of five thousand or more shall be elected, on the joint vote of the two houses of the general assembly, one judge, who shall hold a corporation or hustings court of said city or town, as often as may be given by law, with similar jurisdiction, which may be given by law, to the circuit courts of this state, and who shall hold his office for a term of six years: provided that in cities or towns containing more than thirty thousand inhabitants there may be elected an additional judge, to hold court of probate and record, separate and apart from the corporation and hustings court, and perform such other duties as shall be prescribed by law.

SEC. 15. Also the following enumerated officers, who shall be elected by the qualified voters of said cities or towns: One clerk of the corporation or hustings

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SEC. 23. Judges may be removed from office by a concurrent vote of both houses of the general assembly, but a majority of all the members elected to each house must concur in such vote, and the cause of removal shall be entered on the Journal of each house. The judge upon whom the general assembly may be about to proceed, shall have notice thereof, accompanied by a copy of the causes alleged for removal, at least twenty days before the day on which either house of the general assembly shall act thereon.

SEC. 24. Judges of the supreme court of appeals, and judges of the circuit court shall not hold any other office of public trust during their continuance in office.

SEC. 25. Judges, and all other officers elected or appointed, shall continue to discharge the duties of their offices after their terms of service have expired, until their successors have qualified.

SEC. 26. Writs shall run "in the name of the commonwealth of Virginia," and be attested by the clerks of the several courts. Indictments shall conclude "against the peace and dignity of the commonwealth."

ARTICLE VII.

COUNTY ORGANIZATION.

SEC. 1. There shall be elected by the qualified voters of the county, one sheriff, one attorney for the commonwealth, who shall also be the commonwealth's attorney for the circuit court; one county clerk, who shall also be the clerk of the circuit court, except that in counties containing fifteen thousand inhabitants there may be a separate clerk for the circuit court; one county treasurer, and so many commissioners of the revenue as may be provided by law; and there shall be appointed, in the manner to be provided by law, one superintendent of the poor, and one county surveyor, and there shall also be appointed, in the manner provided for in article eight, one superintendent of schools. All regular elections for county officers shall be held on the fourth Thursday in May, and all officers elected or appointed, under this provision, shall enter upon the duties of their offices on the first day of July next succeeding their election, and shall hold their respective offices for the term of four years, except that county and circuit court clerks shall hold offices for six years.

SEC. 2. Each county of the state shall be divided into so many compactly located magisterial districts as may be deemed necessary, not less than three: provided, that after these have been formed no additional districts shall be made containing less than thirty square miles; each magisterial district shall be known as ——— magisterial district of ——— county. In each district there shall be elected one supervisor, three justices of the peace, one constable, and one overseer of the poor, who shall hold their respective offices for the term of two years. All regular elections for magisterial district officers shall take place on the fourth Thursday in May, and all officers so elected shall enter upon the duties of their respective offices on the first day of July next succeeding their election. The supervisors of the district shall constitute the board of supervisors for that county, whose duty it shall be to audit the accounts of the county, examine the books of the commissioners of the revenue, to regulate and equalize the valuation of property, fix the county levies for the ensuing year, and perform any other duties required of them by law.

School Districts.

magisterial district shall be divided into so many compactly located
may be deemed necessary: provided, that no school district shall be
less than one hundred inhabitants. In each school district there
appointed, annually, one school trustee, who shall hold his office
vided, that at the first election held under this provision, there shall
lected, whose terms shall be one, two and three years respectively.
general assembly at its first session after the adoption of this con-
ss such laws as may be necessary to give effect to the provisions of
nothing in this article shall be construed as prohibiting the general
providing by law for any additional officers in any city or county.
ffs shall hold no other office. They may be required by law to renew
in default of so doing their offices shall be declared vacant. Coun-
e made responsible for the acts of the sheriffs.

le in act for submitting to the people the amendments to Article VII, vide Sec
e 211.

ARTICLE VIII.

EDUCATION.

general assembly shall elect, in joint ballot, within thirty
organization, under this constitution, and every fourth year
superintendent of public instruction. He shall have the general
the public free school interest of the State, and shall report to
embly for its consideration, within thirty days after his elec-
a uniform system of public free schools.

There shall be a board of education, composed of the governor,
of public instruction, and attorney general, which shall
ve power to remove, for cause and upon notice to the incum-
confirmation by the senate, all county superintendents of
ols. This board shall have, regulated by law, the manage-
ment of all school funds, and such supervision of schools of
as the law shall provide.

general assembly shall provide by law, at its first session
stitution, a uniform system of public free schools, and for its
and full introduction into all the counties of the state, by the
much earlier as practicable.

general assembly shall have power, after a full introduction
ree school system, to make such laws as shall not permit
ardians to allow their children to grow up in ignorance and

er of section 5 of Article VII to 4 rendered necessary by the striking out of sec-

er of section 6 of Article VII to 5 rendered necessary by the striking out of sec-

SEC. 5. *The general assembly shall establish, as soon as practicable, normal schools, and may establish agricultural schools and such grades of schools as shall be for the public good.*

SEC. 6. *The board of education shall provide for uniformity of text-books and the furnishing of school-houses with such apparatus and library as may be necessary, under such regulations as may be provided by law.*

SEC. 7. *The general assembly shall set apart, as a permanent and perpetual literary fund, the present literary funds of the state, the proceeds of all public lands donated by congress for public school purposes, of all escheated property, of all waste and unappropriated lands, of all property accruing to the state by forfeiture, and all fines collected for offences committed against the state, and such other sums as the general assembly may appropriate.*

SEC. 8. *The general assembly shall apply the annual interest on the literary fund, the capitation tax provided for by this constitution for public free school purposes, and an annual tax upon the property of the state of not more than one mill nor more than five mills on the dollar, for the equal benefit of all the people of the state, the number of children between the ages of five and twenty-one years, in each public free school district, being the basis of such division. Provision shall be made to supply children attending public free schools with necessary text-books in cases where the parent or guardian is unable, by reason of poverty, to furnish them. Each county or public free school district may raise additional sums by a tax on property for the support of the public free schools. All unexpended sums of any year in any public free school district shall go into the general school fund for re-division the next year: provided, that any tax authorized by this constitution to be raised by counties or school districts shall not exceed five mills on a dollar in any one year, and shall not be subject to re-division, as heretofore provided in this section.*

SEC. 9. *The general assembly shall have power to foster all higher grades of schools under its supervision, and to provide for such purpose a permanent educational fund.*

SEC. 10. *All grants and donations received by the general assembly for educational purposes shall be applied according to the terms prescribed by the donors.*

SEC. 11. *Each city and county shall be held accountable for the destruction of school property that may take place within its limits by incendiaries or open violence.*

SEC. 12. *The general assembly shall fix the salaries and prescribe the duties of all school officers, and shall make all needful laws and regulations to carry into effect the public free school system provided for by this article.*

ARTICLE IX.

MILITIA.

SEC. 1. *The militia of this state shall consist of all able-bodied male persons between the ages of eighteen and forty-five years, except such persons as hereafter may be exempted by the laws of the United States or of this state; but those who b*

to religious societies whose tenets forbid them to carry arms, shall not be compelled to do so, but shall pay an equivalent for personal service; and the militia shall be organized, armed and equipped, and trained, as the general assembly may provide by law.

SEC. 2. The legislature shall provide by law for the encouragement of volunteer corps of the several arms of the service, which shall be classed as the active militia; and all other militia shall be classified as the reserve militia, and shall not be required to muster in time of peace.

ARTICLE X.

TAXATION AND FINANCE.

SEC. 1. Taxation, except as hereinafter provided, whether imposed by the state, county, or corporate bodies, shall be equal and uniform, and all property, both real and personal, shall be taxed in proportion to its value, to be ascertained as prescribed by law. No one species of property, from which a tax may be collected, shall be taxed higher than any other species of property of equal value.

SEC. 2. No tax shall be imposed on any of the citizens of this state for the privilege of taking or catching oysters from their natural beds with tongs in the waters thereof; but the amount of sales of oysters so taken by any citizen, in any one year, may be taxed at a rate not exceeding the rate of taxation imposed upon any other species of property.

SEC. 3. The legislature may exempt all property used exclusively for state, county, municipal, benevolent, charitable, educational and religious purposes.

SEC. 4. The general assembly may levy a tax on income in excess of six hundred dollars per annum, and upon the following licenses, viz: the sale of ardent spirits, theatrical and circus companies, menageries, jugglers, itinerant peddlers, and all other shows and exhibitions for which an entrance fee is required; commission merchants, persons selling by sample, brokers and pawn-brokers, and all other business which cannot be reached by the *ad valorem* system. The capital invested in all business operations shall be assessed and taxed as other property. Assessments upon all stock shall be according to the market value thereof.

SEC. 5. *The general assembly may levy a tax not exceeding one dollar per annum, on every male citizen who has attained the age of twenty-one years, which shall be applied exclusively in aid of public free schools; and counties and corporations shall have power to impose a capitation tax, not exceeding fifty cents per annum, for all purposes.*

SEC. 6. The general assembly shall provide for a reassessment of the real estate of this state in the year 1869, or as soon thereafter as practicable, and every fifth year thereafter; provided, in making such assessment, no land shall be assessed above or below its value.

SEC. 7. No debt shall be contracted by this state except to meet casual deficits in the revenue, to redeem a previous liability of the state, to suppress insurrection, repel invasion, or defend the state in time of war.

SEC. 8. The general assembly shall provide by law, a sinking fund, to be applied solely to the payment and extinguishment of the principal of the state debt; and the sinking fund shall be continued until the extinguishment of such state debt; and every law hereafter enacted by the general assembly, creating a debt or authorizing a loan, shall provide a sinking fund for the payment of the same.

SEC. 9. The unfunded debt shall not be funded or redeemed at a value exceeding that established by law at the time said debt was contracted, nor shall any discount hereafter be made in paying the interest on state bonds, which shall be at their higher actual value to bonds held in foreign countries over the same class of bonds held in this country.

SEC. 10. No money shall be paid out of the state treasury except in pursuance of appropriations made by law; and no appropriation shall ever be made for the payment of any debt or obligation created in the name of the state of Virginia, by usurped and pretended state authorities assembled at Richmond during the late war, and no county, city or corporation shall levy or collect any tax for the payment of any debt created for the purpose of aiding any rebellion against the State or against the United States.

SEC. 11. On the passage of every act which imposes, continues or revives an appropriation of public trust money or property, or releases, discharges or commutes any claim or demand of the state, the vote shall be determined by ayes and noes, and the names of the persons voting for and against the same shall be entered on the journals of the respective houses, and a majority of all the members elected to each house shall be necessary to give it the force of law.

SEC. 12. The credit of the state shall not be granted to, or in aid of, any private association or corporation.

SEC. 13. No scrip, certificate, or other evidence of state indebtedness, shall be issued, except for the redemption of stock previously issued, or for such debts expressly authorized in this constitution.

SEC. 14. The state shall not subscribe to, or become interested in, the stock of any company, association or corporation.

SEC. 15. The state shall not be a party to, or become interested in, any work of internal improvement, nor engage in carrying on any such work, otherwise than the expenditure of grants to the state of land or other property.

SEC. 16. Every law which imposes, continues or revives a tax, shall distinctly state the tax, and the object to which it is to be applied, and it shall not be sufficient to refer to any other law to fix such tax or object.

SEC. 17. The state shall not assume any indebtedness of the county, borough or city, nor lend its credit to the same.

SEC. 18. A full account of the state indebtedness, and an accurate statement of receipts and expenditures of the public money, shall be attached to and published with the laws passed at every regular session of the general assembly.

SEC. 19. The general assembly shall provide by law for adjusting with the state of West Virginia, the proportion of the public debt of Virginia, proper to be borne by the state of Virginia, and West Virginia, and shall provide that such sum shall be received from West Virginia shall be applied to the payment of the debt of the State.

her or greater amount of tax or revenue shall at any time be levied required for the necessary expenses of the government, or to pay the needs of the state.

liability to the state of any incorporated company or institution to capital and pay the interest of any loan heretofore made by the state or institution, shall not be released or commuted.

ARTICLE XI.

MISCELLANEOUS PROVISIONS.

Homestead and Other Exemptions.

householder or head of a family shall be entitled, in addition to the exempt from levy or distress for rent, to hold exempt from levy, seizure, sale, under any execution, order, or other process, issued on any debt heretofore or hereafter contracted, his real and personal property, including money and debts due him, whether heretofore or hereafter acquired, to the value of not exceeding two thousand dollars, to be provided, that such exemption shall not extend to any execution, process issued on any demand in the following cases ;

purchase price of said property, or any part thereof.

services rendered by a laboring person or mechanic.

debts incurred by any public officer, or officer of a court, or any fiduciary at law, for money collected.

any claim for any taxes, levies, or assessments, accruing after the year 1866.

debts hereafter accruing.

judicial or taxable fees of any public officer, or officers of a court, here-

The foregoing section shall not be construed as subjecting the property to any lien, or any portion thereof, to any lien by reason of any execution or judgment which has been subsequently restored to the defendant, or judgment docketed, on or after the 17th day of April, 1861, and before the 1st day of April, 1867, for any debt contracted previous to the 4th day of April, 1861, of the character mentioned in either of the above first three ex-

ceptions contained in this article shall be construed to interfere with the rights of the mortgagee, or any portion thereof, by virtue of any mortgage, deed of trust, or other security thereon.

The general assembly is hereby prohibited from passing any law staying the payment of debts, commonly known as "stay laws"; but this section shall not be construed as prohibiting any legislation which the general assembly may deem necessary or proper out the provisions of this article.

SEC. 5. The general assembly shall, at its first session under this constitution, prescribe in what manner and on what conditions the said householder or head of a family shall thereafter set apart, and hold for himself and family, a homestead of any property hereby exempted, and may, in its discretion, determine in what manner and on what conditions he may thereafter hold, for the benefit of himself and family, such personal property as he may have, and coming within the exemption hereby made. But this section shall not be construed as authorizing the general assembly to defeat or impair the benefits intended to be conferred by the provisions of this article.

SEC. 6. An act of the general assembly, entitled "an act to exempt the homesteads of families from forced sales," passed April 29th, 1877, and an act entitled "an act to stay the collection of debts for a limited period," passed March 2d, 1878, and the acts amendatory thereof, are hereby abrogated.

SEC. 7. The provisions of this article shall be construed liberally to the end that all the intents thereof may be fully and perfectly carried out.

Church Property.

SEC. 8. The rights of ecclesiastical bodies in and to church property conveyed to them by regular deed of conveyance shall not be affected by the late civil war, nor by any antecedent or subsequent event, nor by any act of the legislature purporting to go against the same, but all such property shall pass to and be held by the parties set forth in the original deeds of conveyance, or the legal assignees of such original parties holding through or by conveyance, and any act or acts of the legislature in opposition thereto shall be null and void.

Heirship of Property.

SEC. 9. The children of parents, one or both of whom were slaves at and during the period of cohabitation, and who were recognized by the father as his child, and whose mother was recognized by such father as his wife, and was cohabited with as such, shall be as capable of inheriting any estate whereof such father may have died seized and possessed as though they had been born in lawful wedlock.

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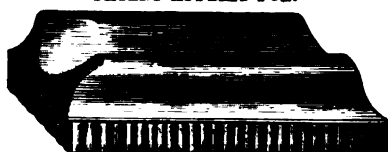
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THE National Journal of Virginia.

Richmond, Va., August, 1884.

No. 8.

Teacher's Mission in Awakening in the Community an Interest in School Work.

Read at the meeting of the Wisconsin Teachers' Association, Madison, December 27, 1883.]

The committee to whom was referred that portion of the President's address relating to the Mission of the Teacher in Awakening in the Community an Interest in School Work, respectfully submit:

We approach our theme in the spirit of Rousseau's teaching, "Go the other road directly opposite to that which is in use, and you will go to right." We fear lest present tendencies are in the direction of too great faith in that teaching. We have no great interest in proposing. We would hold fast to those things which are good. It will be readily conceded that it is much easier to tell the teacher what he should not do, than to tell what he should do. In particulars our work is to recall to mind well-known and tried means for accomplishing the object proposed. In others, it is similar to that of making a map of a country that has not been explored. It is like the question ever confronting statesmen: Shall we interest the masses in important national affairs? Shall we interest the people in their own interests? And that quality which will give the statesman large success is that which is needed to give the teacher large success in the same.

For consideration we prefer the word *function* instead of *mission*. If the teacher is not sent, he is employed; and the course of action which pertains to, or the activity appropriate to his business, is properly termed a *function* than a *mission*. We also suggest the phraseology from "Awakening an interest," to "Awakening a *greater* interest, in the community, in school work. For

to *awaken* an interest implies that at the outset of the teacher's efforts there is no interest in the community in the work under consideration, a proposition or assumption that cannot truthfully be maintained.

For the community voluntarily taxes itself to purchase site, build the school-house, warm it, and furnish it with seats and apparatus, and employ the teacher. That the total amount of money voluntarily voted and paid by the people of Wisconsin, during the year ending May 31, 1882, for school-sites, school-buildings, and repair apparatus, libraries, furniture, records, etc., for teachers' wages and other school purposes, was \$2,132,807, is tangible and *prima-facie* evidence that there is already a well-settled and abiding interest in public-school work. This fact the teacher is not to forget or overlook. We all know that there are many in the communities in which we teach who have a genuine, a broad, and a deep interest in school work; who bear, unselfishly, many and heavy burdens in behalf of the schools; who help keep the school machinery in motion; who when teachers leave them, resolutely seek others to take the place voluntarily vacated.

These persons have their own lines of business, and cannot be expected to be in constant visitation of the schools, as why should they if their schools are in competent hands? But their interest is none the less real if unfrequently thus manifested. It is not the part of true wisdom to wholly ignore or to minimize the interest in school work already existing in the community. Let him rather recognize that interest, and utilize it to the fullest extent. No teacher should for a moment imagine that, with his exit from the community, the interest in school work therein dies. Elijah, in his ignorance and despair, complaining that he only of all Israel was left, and receiving the astonishing reply from the Lord: "Yet I have left thee seven thousand in Israel, all the knees which have not bowed unto Baal, and every mouth which hath not kissed him," was not more in error than those teachers would be who should suppose that real interest in school work exists alone in themselves.

Our topic then is, "The function of the teacher in awakening in the community a greater interest in school work." More broadly stated it is, How may the teacher awaken in the community a firm conviction in the utility, the great necessity of schools, and their work?

That it is the function of the teacher to awaken a *greater interest* in the community all will concede. To do this he needs to employ a variety of means, and work through various channels. We shall

gest the following, not as exhaustive, but as being suggestive, and within the teacher's reach.

1. To awaken a greater interest in the community, in school work, the teacher must, himself, have a deep and constantly-deepening interest in that work. It must be an interest that may cause him at times to make personal sacrifice for the cause, and that manifests itself in earnest, enthusiastic, discreet, intelligent, and considerate work; an interest so great that there need be no necessity for the patrons to discuss or devise means for awakening a greater interest in the teacher in school-work.

2. The teacher is to see to it that he is himself the well-matured and ripened product of good school work, or the equivalent of that. For as much depends upon what the teacher is as upon what he does. Personally, he should be the embodiment of professionally high ideals, so that in his efforts he may *lift* rather than *push*. His professed interest and belief in school work should be manifest, and find realization in himself.

3. What the teacher especially agrees or contracts to do is to teach; and this is his great opportunity, his special field, his chief function. He can no more surely and effectively awaken a greater interest in the community in school work than by awakening that interest in his scholars. They constitute one of the best agencies through which to work. For "through the school ideas flow, by wide and natural channels, into the currents of the community's life.

In this work of teaching, the character of the instruction, the general and specific methods employed, the matter taught, and the spirit of the teacher, are the controlling forces; and the teacher needs a clear ideal toward which to work. He must teach "realities instead of signs; substance instead of shadow." He must wisely decide, within the legally prescribed curriculum, not merely what is useful, but what is most useful to be taught in the time at command, and what is best suited at the different ages and mental conditions of the pupil, most fully to develop his individual powers. We say within the prescribed legal curriculum. For when he, aside from the incidental instruction for which there is opportunity, throws open the door to outside specialties, he will need still greater wisdom and discretion, for he will at once be confronted, as the *New England Journal* suggests, with "Dr. Angell and his animals; President Walker and his chest of tools; the good ladies and their sewing, cooking, and house-keeping; the doctors and their hygiene; the temperance people and their temperance," and so on to the end of a list that is truly appall-

ing to contemplate being worked into the mental tissue of the average boy or girl during an average school life of six to eight years; all this, together with co-education. The teacher should be wise enough to discover that not all of these specialists with their specialties can be well entertained in the school-room, in the time and with the means at command.

In the teacher's own spirit let the controlling force be attractive rather than repellant, and let him make his school-work pleasant. Let his methods be rational and natural, but let him make them his own. Let him be acquainted with the methods of the great teachers and educational reformers, the great geniuses and heroes of the past, and let him be acquainted with the methods and educational theories of his own time. But he must use those methods through which he can most surely and effectively direct and develop force. He must have an individuality, and must recognize the same in his pupils, and he must acquaint himself thoroughly with child nature, with all its possibilities.

In the use of methods, let him, David like, choose the simple and a few pebbles rather than the bungling, though kingly armour of Saul, if thereby he can the more surely become the victor. The marked characteristic of the world's Great Teacher was his individuality. In methods, neither Quincy nor Normalville should be the teacher's shibboleth; but let him use his own trained and cultivated individuality, his own instinctive sense of the fitness of things.

The marvelous possibility for the teacher's individuality to assert itself, and the wonderful opportunity he has both to use and develop power through teaching, was most eloquently and forcefully set forth by the late Timothy O. Howe, in closing an address before this Association at its session in Whitewater in 1865. He said: "I have seen the schoolmaster pick up a little stolid existence bearing no resemblance to a man than an oyster does to an ox, to whose unreasoning nature no single question of whence he came or what he intended, or whither he tended, even whispered itself. I have seen the schoolmaster feel carefully about among the springs of such a being until at length he would lay his vivifying touch upon the very gears of his soul. Under that touch I have seen the little creature grow and expand, emotion succeeding to sensation, an idea succeeding to emotion, until his whole being was as full of divine questioning as a spider is of its web. With such questioning I have seen him, spirit-like, weave his track to and fro from the pillars of fire, until his thoughts have flowed into lofty purposes, swaying backward

, as the locomotive preparing for its flight, I have seen this
ect dash back over the track of history to the foundations
hence spring forward on wings, half of prophecy and half
, blazing away onward for a hundred years into untrod
transformations are the work of the schoolmaster."

uch transformations being wrought in the school-room,
e doubt that there will be awakened an increased and
creasing interest in the community in school work?

agency to be employed by the teacher in the awakening
interest in school work is discipline, or management.
ake the great object of his discipline the establishing of
y correct habits in his pupils. In securing this let him
highest motives in his pupils capable of moving them;
ight. And let all the school requirements and manage-
as to command, in the main, the approval of the best
telligence of the community. Let accurate records be
t, especially as to attendance, punctuality, approximate
scholarship, and let the patrons be regularly put in pos-
e main facts of this record. Those who pay taxes for
f schools have a right to know what the results of that
are. The tendency of furnishing such information must
te a greater interest in the work.

cher may occasionally hold public exercises of his school,
y be invited the patrons and others. They should not be
lest they become too cheap in character, or else make
raft upon the energies of the school from other equally
rk. They should not be made miniature theatres, but
honest, legitimate school work. Especially may be
graduating exercises. Here the course of study now
d by the common schools may be made to furnish this
nefit. In all these exercises it should never be forgot-
primary object of public schools is to make thoughtful
nce they should be made to show the ability of scholars
ecutively, and to express those thoughts clearly, tersely,
. All must admit that the commencement exercises of
leges have been a most potent agency in awakening the
popular interest in these institutions. What these com-
ercises have been and are to the colleges, graduating
y be made to the public schools.

tations comprising the graduates of a school may be ef-
these organizations hold annual public meetings. There

will thus be brought back occasionally those who have gone out of the community. The people will in this way have opportunity to watch the continued growth of those whom they have helped to educate, and in whom they have thus acquired an interest. Permanence of the teacher will greatly aid in this particular.

7. The teacher may personally invite, with reasonable frequency, the patrons to visit the regular sessions of the school, but he must not be discouraged if his patrons manifest such confidence in his work as to give it but little or no inspection, for even school visitation may be overdone. He should personally converse with the patrons about their school work. This will favor the mutual receiving and imparting of inspiration, and a better balance of mind and purpose. And the teacher should be a reliable citizen; a man among men; should recognize other public interests in the community, and encourage them as heartily as he would have the representatives of those interests recognize and encourage educational affairs.

8. He may arrange for educational meetings, where educational matters may be discussed, provided he take good care as to who shall address them. The speaker should be competent, experienced, and well-balanced. No place should be given to educational criticism. This caution seems all the more needed in these times, when the metropolitan press, to some extent, and many teachers and school officers seem filled with a mania for criticism, apparently viewing each other for the greatest extreme. We might well believe that the masses credited only a part of their strictures, criticisms, and cynicisms, they would be justified in desisting from further maintenance of such public schools. Let teachers and school officers heed how they weaken the confidence in school work. Surely it will be no wiser by efforts to make others appear foolish and weak. If they must criticize, let them do it soberly, and in a manner calculated to improve. If teachers would awaken a greater interest in the community in school work, they must themselves think well and speak well of that work.

9. The press being a great power, the teacher should, if possible, make it an ally in the work. Only let him use it wisely and modestly for profit, and never as a means of pouring upon the people a mere maudlin drivel.

10. We conceive these to be the primary channels or fundamental agencies through which the teacher is to work for accomplishing the object proposed. Yet these may exist, and there be a lack of organized success, or an increased awakening of interest.

There is a subtle and indefinable something in the teacher's contact with the community outside of his school, call it intuition, or instinct, or personality, or magnetism, or what you will, that seems essential to large success. The greatest teachers, as well as the greatest statesman and leaders of whatever kind, have possessed this power. In some it seems born; in others it may be and should be cultivated. It is in that delicacy of contact with others which pleases. It is in the genuine principle of sociability, the essential element of which does not so much consist in efforts to please others, as in a determination to be pleased with others. There is in it no approach to the Ichabod Crane spirit, which is to be deprecated always as derogatory to the profession, and in the end sure to frustrate the object sought. Let the teacher study the manifestation of this characteristic in others, and let him cultivate it in himself.—*Wisconsin Journal of Education*.

Freedom in Child Training.

Liberty is an element in all right education. Children need guidance more than they need restraint. Self-activity is a fundamental law of human growth. The growing child must be free to exercise its powers. The healthy growth of its body requires the full play of every limb and muscle. It needs some direction, but no repression, of its physical activities. And so, in great measure, with the mental and moral powers.

The great mistake which parents and teachers make is that they use too much restraint and repression in the training of children. They have not the knowledge and skill to give adequate direction to the grand energies with which every healthy child is endowed; and so they bind with the fetters of authority and force that which they do not know how to guide. Teachers cannot be eminently successful until they learn how to control well, and yet give their pupils large liberty. The majority of teachers are so far from this that they cannot believe it possible. It is not only possible; the average teacher may attain it. But he must himself be free. He must be born again, and the swaddling clothes of his own ignorance and conceit must be put off. He must live a new, free and vigorous life.

The highest liberty is attained through the most complete submission. Under a good government, the most loyal, the most law-abiding citizens are the freest. The law does not bind nor molest them. They are a law unto themselves. This seems to be the true

idea of Christian liberty which Paul so glowingly describes in his letters to the early churches. When the soul fully recognizes its true freedom, and is filled with the spirit of obedience, it enjoys the liberty. It no longer chafes under the restraints of law. It is at home with the liberty wherewith the children of God are free. It happens in school that a child needs to be taught obedience as a preliminary to the enjoyment of liberty, and this may require the exercise of authority, of force, perhaps; and the schools in which this is done are not always some pupils who must be held as with bit and bridle, but are exceptional. But the prevailing spirit of every good school is "the trustful spirit of liberty." Freedom is at once the offspring and the producer of mutual confidence and love; while the sway of force and repression begets distrust and hate.

When Keate was head-master at Eaton, he ruled as with a rod of iron; and it was a reign of distrust, deceit, and hate. He never took a boy's word, but flogged him on suspicion; and he was the class-lad who could most successfully deceive and circumvent the master. How different at Rugby! "It is a shame to tell Arnold a lie; he always believes one," was the prevailing sentiment there. He treated the boys as reasonable beings, and by respecting their rights and feelings he taught them self-respect. His rule was to place implicit confidence in a boy's statement. "If you say so, that is quite enough; of course I believe your word," he would say. But the severest penalties followed the discovery of falsehood. He maintained freedom and independence in school life under wholesome moral influences, and wise guidance make the best preparation for true manhood. He said to his boys on one occasion, "I cannot remain here if all is carried on by constraint and force; if I am to be here as a judge, I will resign my office at once."

We commend this subject to the thoughtful consideration of our readers. There are great heights of attainment in this direction which the eyes of teachers should be turned with interest toward. —*Ohio Educational Monthly.*

The Teacher's Scrap-Book.

One of the first books towards a teacher's library should be a scrap-book. Let that be a nucleus around which the others are gathered as circumstances allow. It need not cost anything. Cut out an old "report" book; cut out the alternate leaves, leaving

for the index. Number the pages, and prepare your want it to contain: (1) *Choice poetry*. This may be (a) pieces for the pupils to recite; (b) pieces to analyze in class, and (c) your own favorite poems. (2) *Choice* will grow to be a ponderous volume if you do not use selection. Put in this only the stories that are specially their bearing upon such habits as the teacher has most vision to deal with. (3) *Gems of thought*. This will sub- short ones suitable for the children to memorize, and which you may wish to save for your own pleasure or to draw material for talks with your pupils. Some of used to advantage in the reading-class. (4) *Supple- graphy matter*. This will include selections from books and descriptions of customs and manners of people, as an ment to the geography lessons; also, any interesting geo- icts found outside of text-books. (5) *Supplementary* matter. Interesting incidents of history are often found ut which will help to clothe with flesh the dry-bone mat- ny of the school histories. (5) *Supplementary biograph-* Arrange a calender for the year chronicling the birth- d persons; under each name have a space to fill up with d incidents as they are found. (7) *Natural history*— relating to the formation and habits of birds, insects, iles and fishes.

is so extensive that more than one book will be needed. ould be sub-divided and indexed for convenient refer- a small beginning and steady perseverance, such a work to be a valuable cyclopedia.—*The Educational Record*.

The Relatives Who, Which, and That.

WHICH are *properly the CO-ORDINATING relative pro-*
 THAT is *properly the RESTRICTIVE relative pronoun*.
 clause restricts, limits, defines, qualifies the antecedent,
 er it is adjectival—explanatory in its functions—it should
 d with the relative pronoun THAT, and not with WHICH
 HO or WHOM. The indiscriminate use of the relatives
 akes it impossible to be certain what the writer would

Let us take one or two simple examples: "I met the watchman *who* showed me the way." Does this mean, I met the watchman *who* showed me the way, or does it mean that of several watchmen *who* showed me the way, I met the one that—on some previous occasion—showed me the way? *Who* should mean the former, and would mean that and nothing else. *That* discriminated in the use of *who* and *that*. Again, the familiar example from Goldsmith, "And fools, *who* came to scoff, remained to pray." Does this mean, And the fools that came, though they came to scoff, remained to pray, or does it mean that some of the fools that came to scoff, and these remained to pay? Probably the former is the meaning, but as the line stands, this, no matter how general an opinion, can be only conjecture, as every one must admit that the meaning intended may be the latter. If the latter is the meaning, it is clear that the proper relative to use is *that*. Again: "It was requested that all members of Council, *who* are also members of the Lands Committee, will assemble in the Council-room." Does this mean that all the members of the Council are also members of the Lands Committee, and that they shall assemble, or does it mean that *such* members of Council as are also members of the Lands Committee shall assemble? Again: "The volume is recommended to geologists *to whom* the Secondary rocks of England are a subject of interest." Is the volume recommended to *all* geologists, or to *only* as take an interest in Secondary rocks? Again: "He has commuted the sentence of the Circassian officers *who* had conspired against Arabi Bey and his fellow ministers—a proceeding *which* naturally incensed the so-called Egyptian party." Did all the Circassian officers conspire, or only a part of them.

Who and *which* are the proper *co-ordinating* relatives to use when the antecedent is completely expressed without the help of the relative introduced by the relative. Thus: "The society now numbers twenty members, *who* (= and they) have given up all family ties and devoted themselves entirely to religious work." "The choir consists of about sixty men and boys *who* are surprised." "But some of the friends *who* (= persons that) are healthy and influential members of the church, did not like to have them give up their work in the church, *which* had been attended with great results, and urged them to do *which* they have consented to do, and they will soon begin work at the old church *which* is the property of the Society of St. John the Evangelist."

In the following examples, the errors are corrected in brackets.

are very numerous, will be present, i. e., all the heirs.
 who have been notified will be present, i. e., all the heirs.
 who have been notified will be present, i. e., only those no-
 heirs, *whom* I have seen, will be present, i. e., all the
 heirs *that* I have seen will be present, i. e. only those
 by grammar, *which* I like very much. Give me the
 lies on the desk. He struck the man *who*—i. e., though
 he him no harm. He struck the man *that* insulted him.
 wrong man—the one *that* had done him no harm. The
 is built of brick, is very warm. The house *that* is built
 the warmest. The cat—i. e., the species—*which* you so
 useful animal. The cat—i. e., the individual—*that* you
 a very pretty one. He jumped into the water, *which*
 ened his mother. He attends to his own affairs, *which*
 make them prosper. He *that* attends to his own affairs
 e them prosper. The man *that* I saw is tall. This man,
 y well, is a good plowman. "He *that* lets the sun go
 wrath," etc. "The rich despise those *who* [that] flatter
 d hate those *who* [that] do not flatter at all." "An am-
 hom [that] you can serve will often aid you to rise," etc.
 ds man serveth few—he serveth all *who* [that] dares be
 curious inquirer *who* [that] sets himself," etc. "This
 n made for those *who* [that] aim to have," etc. "The
 hat] are expecting, under the new code. . . The people
 nt, under a government *which* [that] depends upon their
 the Sabbatarian notions *which* [that] the old Puritans
 re are some narrow minds in New York *who* [that] stil
 hey have no sympathy with those *who* [that] would force
 ere are the Jews, *who* do not feel . . . and *who* claim
 ork or play on Sunday. . . . The population would be
 m, *which* would, of course," etc. "We may envy the
 at] enjoys and rests, but the smile of heaven settles
 front of him who [that?] labors and aspires."—*Bulwer*.
 guage is accompanied with emphasis, inflection and ges-
 language has no such aids. Hence, in writing, if we
 sure of conveying just what we have in our minds, we
 great care in the choice and the arrangement of our
er's Note to Cobbett's Grammar.

TACT AND TALENT.—*Talent is something but tact is even more.* Talent is serious, grave, and respectable; tact is all that, and more, too.

It is not a sixth sense, but it is the life of all the five. It is the open eye, the quick ear, the judging taste, the smell, and the touch; it is the interpreter of all riddles—the surmounter of all difficulties—the remover of all obstacles. It is useful in all places and all times; it is useful in solitude, for it shows a man his way through the world; it is useful in society, for it shows him his way through the world.

Talent is power, tact is momentum; talent knows what to do, tact knows how to do it; talent makes a man respectable, tact wins him respect; talent is wealth, tact is ready money. For the practical purposes of life, tact carries against talent ten to one.
Student.

The Pressure of Gentleness.

By D'ARCY W. THOMPSON.

A close relation of my own was for twelve years an officer in almost all of our continental services. In that chivalric army is conserved a tradition of discipline, whose details would appal a democrat, and the exactions of which could be endured by an obedient and military race. He tells me that in his long career, he met with only one captain, who, in dealing with his company, ignored all means of physical coercion. On this captain's breast were the crosses of two kingdoms and two empires; after one well-fought day he had been proclaimed by acclamation as a candidate for the Order of the Iron Crown, which he was to obtain, had he added his own signature to those of all his brother officers. So soft-hearted was this *chevalier sans peur* that any slattern beggar-woman could take from him an ill-spiced florin. In a village, where a portion of the regiment was once quartered, the good curé, at the close of a sermon on Christian charity, exhorted his flock that, if they wished to see Christianity in action, they might see it in the captain of grenadiers, who clothed their poorest children with his pocket-money. His whose closest companion was ignorant of his good deeds. This captain's conduct was noted as being the best dressed and the best conducted in the regiment. They were at Solferino (and there are, alas! such cases in all engagements) called on by the most valiant but stern officers that fell from a traitorous bullet from behind. There was not one man in the company of this captain that would not have taken in his stead a bullet aimed at him from the front.

A year and a half ago I met in Yorkshire an invalid young sailor. With a smooth face, short stature and attenuated form I should have taken him for a midshipman. To my complete astonishment I found he was commander of a liner, with a numerous crew under his orders and in receipt of a splendid salary. He had been third in command, when the two seniors had taken fever, and

lantry under trying circumstances of all kinds had procured his unusually early promotion. I discussed with him the theory of discipline. He considered physical chastisement as brutal; swearing as un-Christian; and hectoring as unmanly. "The man who cannot control himself is not fit to command a crew," he said, tritely and truly. I looked in wonder at this shrimp of a man, that was speaking with such calm confidence. "I never," he continued, "raise my voice above its usual tone to enforce an order." He was worn to skin and bone by a chest disorder of long continuance, which he considered would close his life at no distant date. I could have pushed him over with a rude jostle of my elbow. But there was a something in his face that told you unmistakably he was not the man with whom to take a liberty. He gave me a remarkable anecdote of himself. His ship was alongside of an American liner in the Liverpool docks. The Yankee captain was dining with him, and the conversation fell upon the means of maintaining order in a crew. The Yankee scouted all means but the stick. He and his mates used on principle the most brutal means of coercion. During their argument the steward came to announce that the English crew were fighting the Yankees on the neighboring vessel. The captains went on deck, and the Englishman, slinging himself by a rope, alighted in the midst of an uproarious crowd. "Well, my men," said he, "so you are making beasts of yourselves, and disgracing your captain." And the big fellows slunk off without a word to their own vessel, and one or two of the ringleaders were set for an hour or two to swab the decks. But of the quarreling tars there was not a man but could have lifted his wee captain and dropped him overboard without an effort. I trust to God he may yet be living, and may long be spared, as a specimen of a quiet, resolute, English Christian skipper.

My chiefest friend at school was a man of widest mental culture, of even temper, and of sound judgment. Among his friends and my own at Trinity I knew a few men of similarly high stamp. I remember one man in particular, in whom the scholar and the Christian were so curiously blended, that it would be difficult to say where his Latin ended and his religion began. He was a spiritual and mental Mer-man. But if I were called upon to name the Aristides of my life-acquaintance, I should name a man whom I never knew until I had crossed the Tweed. I believe it would be as hard to warp a Carlyle into sentimental or religious cant, and a prophet Cumming into common-sense and modesty, as to twist the nature of my friend into petty words or illiberal action.

He was once the superintendent of a public educational institution. He had been present one day in the drill-ground, where an honest sergeant with a good deal of superfluous bluster was putting a little regiment through its facings. When the boys were dismissed the sergeant approached his superior, and said: "Excuse the liberty, sir, but really, when you are more used to boys, you'll find that you must put more pepper into what you do and say." "Well," said my friend, "every man has his own way: for my own part, I don't believe in pepper."

A few weeks afterwards, the Principal was in his library, when the sergeant was ushered in. "I've come, sir," said the latter, "to ask a favor. These boys are a little troublesome at times. If you'd be kind enough just to stand at your drawing-room window for a few minutes when drill was going on, it would do a deal of good; if you'd only stand for a few minutes, reading a newspaper." Ah! worthy sergeant; your pepper won't do after all. No, friend, keep it for your vegetables, and use it then in moderation.

I hold that men may be called of God to more offices than the holy of Christian ministry. There was an under officer at my old school, who seemed always to partake largely of some of the finest attributes of the gentleman. He had failed through continued ill-health in business as a bookseller, a well-read man. He was uniformly civil and respectful to us, senior scholars, while we could tip and bribe others, we could never venture on the liberty of adorning a surname with him. This man was called to the humble office of master in order in the school-yard. So there are men called to command men on the battle, and boys in the school-room. I have met with a master in Scotland who could govern a crowd of boys in one room, though they might be divided into smaller groups, and engaged in varied work; and his only implements of command were a word or two of good-natured banter or kindly encouragement, and once in a while a calm and stern rebuke. I have been much struck by the expression of his face, that physical coercion cannot be dispensed with altogether. In defiance, however, of a kindness, a sagacity, and a judgment that I respect, I do most firmly believe in the necessity for physical chastisement rests mainly upon two blemishes in the ordinary school system: the mechanical nature of our routine of work; and the monotony of our class-rooms. In the latter respect we are more at fault than our brethren; in the former we are far less sinning. In the teaching of our elder classes we employ far more spirit, and far less wood; and I wish I could say the same of the leather. There is less of a gulf between pupil and master. The severest physical chastisement at the disposal of the latter is almost innocuous. But our implement may be from the point of view of physical pain inflicted, its use is of necessity associated with some degree of odium, and a more forcible amount of ridicule. I am convinced that many children imagine that we masters, were as naturally born with tawse as foxes with tails. Did you ever see children in a nursery play at school? The rule seems to be for the elder boys to play our part; and that part is limited to the fun or business of flogging all the younger ones.

We have gone a great way already in Scotland in the way of civilized forbearance in forbearing to use an instrument of acute pain and an instrument of indecency. Let us make a farther advance and if we can invent some intellectual or moral substitute for our ridiculous scourges, let us send the latter in bundles to the public schools of England, to be there adopted when their system is sufficiently ripened by a few extra centuries of Christianity. Let us clothe their scholars with the last rags of our barbarism. Our boys will be none the less more respectful. Flogging can never instil courage into a child, but has helped to form many an one into a sneak. And sneakishness is a vice more hard to cure than obduracy. So far from curing an ill-conditioned boy of rude manners, it is calculated rather to render inveterate in him a distaste for study and a stolid hatred of our craft.

Let us be less careful of the mere number of our classes, and more of their intellectual culture. Let us care more for what we think of ourselves than what the public think of us. The respect of others follows close upon self-respect. Let us not care to be called of men, *Rabbi, Rabbi*. Let us be content with a few of limited numbers, every member of which can keep pace with a properly-arranged curriculum. Let us aim at a broad and invigorating culture, not a narrow and exclusive one; let us ignore examinations of college or civil service, and aim only at

and searching examination of actual life. Let our aims be high and generous, irrespective of the exactions of unreasoning parents and well-meaning but unqualified intermeddlers. Let our means of coercion be dignified, in spite of the trials to which our tempers may be exposed. Let us endeavor to make our pupils love their work without fearing us. They may live—God knows—to love us. Whether they ever love us or not, perhaps matters but little, if we do our work single-heartedly. The *mens conscia recti* is of itself no mean reward. I am, perhaps, an enthusiast; but I have an idea, that, ere a generation is passed away, the last sound of the last tawse will be heard in the leading grammar-schools of Scotland. Her scholars will be none the worse taught, and her schoolmasters none the less respected, when instruction has been made less rugged in her aspect, and discipline is maintained by the more than hydraulic pressure of a persistent and continuous gentleness.

And, O, brother schoolmaster, remember evermore the exceeding dignity of our calling. It is not the holiest of all callings; but it runs near and parallel to the holiest. The lawyer's wits are sharpened, and his moral sense not seldom blunted, by a life-long familiarity with ignorance, chicanery and crime. The physician, in the exercise of a more beneficent craft, is saddened continually by the spectacle of human weakness and human pain. We have usually to deal with fresh and unpolluted natures. A noble calling, but a perilous. We are dressers in a moral and mental vineyard. We are under-shepherds of the Lord's little ones; and our business is to lead them into green pastures, by the sides of refreshing streams. Let us into our linguistic lessons introduce cunningly and imperceptibly all kinds of amusing stories; stories of the real kings of earth, that have reigned in secret, crownless and unsceptered; leaving the vain show of power to gilded toy-kings and make-believe statesmen; of the angels that have walked the earth in the guise of holy men and holier women; of the seraph-singers, whose music will be echoing for ever; of the Cherubim of power, that with the mighty wind of conviction and enthusiasm have winnowed the air of pestilence and superstition.

Yes, friend, throw a higher poetry than all this into your linguistic work; the poetry of pure and holy motive. Then, in the coming days, when you are fast asleep under the green grass, they will not speak lightly of you over their nuts and raisins, mimicking your accent, and retailing dull, insipid boy-pleasantries. Enlightened by the experience of fatherhood, they will see with a clear remembrance your firmness in dealing with their moral faults, your patience in dealing with their intellectual weakness. And, calling to mind the old schoolroom, they will think: "Ah! it was good for us to be there. For, unknown to us, were made therein three tabernacles—one for us, and one for our schoolmaster, and one for Him that is the Friend of all children, and the Master of all schoolmasters."

Ah! believe me, brother mine, where two or three children are met together, unless He, who is the Spirit of gentleness, be in the midst of them, then our Latin is but sounding brass, and our Greek a tinkling cymbal.—*Penn. School Journal.*

Some Devices in Arithmetic.

Among the many original and successful devices used here* for presenting problems in arithmetic in such a way that the pupils can clearly see the relations involved, the following are given:

The teacher brought into the class a pair of grocers' scales, four paper bags containing coffee, and a large empty paper bag. On the outside of one of the bags, coffee was marked in large letters, Rio 35 cts. per lb., on another, Java, 25 cts. per lb., on another, Mocha, 35 cts. per lb., and on another, Porto Rico, 25 cts. per lb.

After a short conversational talk about different kinds of coffees, how and where they grew, and the causes of difference in quality, the teacher said she would buy some coffee, and that Herbert might be grocer, while the rest told her how much must pay.

Herbert took his place at the table on which were the scales and coffee bags. The teacher said "Good morning, Mr. Grocer; I wished to get some mixed coffee. I should like two pounds of Rio (Herbert now weighed two pounds of coffee into an empty bag), one pound and five ounces of Java, three-fourths of a pound of Mocha, and one and a fourth pounds of Porto Rico (H. weighing as he went). (To class). How much is this mixture worth a pound, and how much must I pay?"

The class, seeing on the bags what each was worth a pound, worked out the problem on tablets the example.

During the recitation, a little lesson on honesty in giving exact weights was given.

After working several examples of different nature, but all under alligation alternate, the teacher asked what they had been doing in all these examples. They realized that they had been mixing things of the same kind, but of different quality, and finding the cost of the mixture. The teacher asked if they knew what this finding was called. The answer was, "Alligation alternate." The teacher said, "Alligation alternate per pound, bushel, etc., of a mixture was called in Arithmetic, saying the name of the thing mixed. As none knew, she told them it was alligation.

At another time I witnessed a lesson in fractions. The teacher wished to review the idea of the least common denominator, though the pupils had probably heard the term. He folded a piece of paper into halves; then, without unfolding it, he folded it into thirds. Opening it, he asked the pupils what they saw. Various answers were given, as, "I see six parts"; "I see two threes in six parts"; "I see three twos in six parts," etc.

He then gave each several pieces of paper (using good-sized tablet paper) and asked them to take a piece and fold it into halves; to lay that aside and take another piece and fold it into fourths. He said, "How many times did you fold the paper to get fourths? (Answer, "Two times.") Now, fold first piece into halves. How many times did you just fold it? (Answer, "One time.") Why fold it once and the other twice to get fourths? (Answer, "The first piece had been folded into halves, and the half of a half is a fourth.")

"Take another piece; fold it into halves. Lay that aside; take another piece and fold it into sixths. How many times did you fold the paper to get sixths? (Answer, "Three times.") Fold the first into sixths; how many times did you

*Cook County Normal School, Col. Francis W. Parker, Principal.

"Two times.") Why fold this only two times and the other three (Answer, "Because the first piece had been folded into halves be-
 third of a half is a sixth.") Take another piece; fold it into halves.
 ther and fold it into eighths. How many times did you fold the
 eighths? (Answer, "Three times.") Fold the first piece into
 many times did you just fold it? (Answer, "Two times.") Why only
 nes and the other three? (Answer, "It had been folded into halves,
 ded into four parts gives eighths."
 wrote upon the board:

$$\frac{1}{2} + \frac{1}{2} + \frac{1}{2}$$

ant to fold for fourths. Every time we fold for a number we will
 board. Take a new piece of paper and fold it into halves. Into
 s did we fold it? ("Two parts.") We'll write down the 2. Fold
 into fourths. Into how many parts did you separate the halves?
 What shall I do? ("Write down the 2.") Show your folds; open
 these folds we will call factors. Now, we'll fold for the eighth. Take
 fold it into halves. I'll put down the factor 2 again for the halves.
 rths. Into how many factors did you fold the halves? ("Into two
 put down the factor 2 again. Now fold it for eighths; into how
 d you fold the fourths? ("Into two factors.") What shall we do then?
 the 2.") Now we'll fold for sixths. Take a piece of paper, fold it
 to how many factors did you first fold it? ("Two factors.") (Teacher
 Then into how many factors did you fold it?" ("Three factors.")
 s down the 3.)

piece of paper; fold it for the first 2, the halves. Those we make a
 we'll save; those we do not make a new fold for we will mark
 make a new fold for the halves? ("We did.") Then we'll save it.
 second 2, the fourths. What shall I do? ("Save it.") Open your
 or the first 2, the halves, in eighths. Did you make a new fold? ("No,
 shall I do? ("Mark it out.") Fold for the second 2, in the eighths.
 a new fold? ("No, sir.") What shall I do? ("Mark it out.")
 the other 2, in the eighths. Did you make a new fold? ("We did.")
 ve that factor 2. Open your paper. Now we'll fold for the first part
 Shall I leave the first factor? (They say not.) Fold for the second
 xth. What shall I do? ("Leave it.") Then (pointing to the num-
 paper) we made a new fold for halves, for a half of that or fourths,
 at or for eighths, and for a third of that or for twenty-fourths. In what
 nths and sixths meet? ("In twenty-fourths.")

ree-fourths of your paper. How many parts or twenty-fourths in it?
 y find eighteen twenty-fourths.) Three-fourths equals how many
 ? ("Eighteen twenty-fourths.") (Teacher writes down the eighteen
) Show me one eighth of the paper. How many of these twenty-
 eighth? ("Three twenty-fourths.") Show me seven-eighths. How
 twenty-fourths in seven-eighths? (Counting, they find twenty-one
 Teacher writes down the twenty-one under the eighteen.)

one-sixth of the paper. How many twenty-fourths in one-sixth?
 y-fourths.") How many parts in three-sixths? Counting, they find

twelve twenty-fourths.) Writing the twelve under the twenty-one, and putting the number, the teacher says: "If there are eighteen twenty-fourths fourths, twenty-one twenty-fourths in seven-eighths, and twelve twenty-three-sixths, how many in all?" Answer: "fifty-one twenty-fourths, which equals two and three twenty-fourths." $3 \cdot 24$ (from paper) is $\frac{3}{4}$ of an eighth. Sometimes it is best to leave the paper folded while making the experiment. The teacher must have worked the lesson so thoroughly before coming to the class that the pupils can be satisfied by the explanation. This lesson of course is only *outlined*, to be filled in by the pupils, and enlarged at the teacher's pleasure.

At another time the curiosity of a class was excited by asking them to determine the height of a tree, and a few days were given them to think out a method. All had studied out a partial plan. The experiment was made by driving a stake in the ground, fifty feet from a tree, to which was fastened a horizontal bar. This was moved to an oblique position, till, the eye at one end, the other end touched the top of the tree. They then measured, by means of a plumb-line, the distance from each end of the bar from the ground. It was found that the upper end was higher than the lower end, and it was ten feet on the ground from where the plumb-line, from lower end of the bar touched to that from upper end. Then the height of the tree was found. The elevation was three feet, for fifty feet the elevation would be fifteen feet, and the height of the tree was thirty feet.

Another tree was measured by means of its shadow; the shadow of the stick being to the height of the stick as the shadow of the tree is to the height of the tree.

In one class I noticed a pasteboard model of a house with the square inches (representing square feet) marked off on it, with the windows and doors cut out. The pupils measured it and found the cost of plastering. They afterwards measured the school-room and found the cost of plastering that.

If the examples we give came from things, they can be applied to things, and if they did not, of what value are they?

Too much of our school work is the study of *words* rather than of *things*. We teach in arithmetic *figures*, not the *reality*. We worship the *language*, or the *thought* behind the words.—*Pacific School Journal*.

Human-Body Lesson in Rhyme.

By ANNA B. BADLAM.

1.

All this is my body,
From my head to my toes;
Made of skin, bone and muscle,
As every one knows.

At the top is my head,
With its covering of hair,
Which we all will remember
To brush with great care.

Here in front is my face,
Which must always look bright
For a frown or a pout
Would disfigure it quite.

It has forehead and temples,
Two bright eyes and a nose,
Brown eye-lids and lashes,—
You'd not forget those!

has a *bridge*,
two *nostrils* besides ;
there are my *ears*,
are placed at the sides.

and *left* are my *cheeks*,
a dimple left in ;
on the right, smiling *mouth*,
my wee, little *chin* !

My *mouth* has two *lips*,
we very well know,

With a little pink *tongue*,—
Pearly *teeth* in a row.

All I *hear* and I *see*
With my *ears* and my *eyes*,
Will help me each day
To grow learned and wise.

My *mouth* and my *nose*
Must do their work well ;
For how without these
Could I *talk*, *eat* or *smell*?

II.

On the right, to the *left*,
Up, and now *down*,
It bends my *head*,
and it *turns* round.

My *best* part here
My *trunk*, as you see,
Always reminds me
Of a *tree* like a tree.

There are the *limbs*,
Upper and lower,
On the *left* of each kind,
and hardly need more.

Then the *fingers* and *toes*,
Spreading out like the twigs ;
I have *ten* of each kind,
Tho' they're not very big.

In the *trunk* at my *left*,
Hear my *heart*, pit,—pit,—pat !
If I'm *waking* or *sleeping*,
It always does that.

Watch my *lungs*, how they swell
When I *breath* long and deep ;
My *chest* rises and falls
Even when I'm asleep.

III.

Wonderful body
More I can tell ;
My *shoulders*, my *elbows*,
My *wrist joints*, as well,—

Help me to move
To bend as I please ;
For I wish to
Do with much ease.

Just look at my *fingers*,
I can move one and all ;
How bad would it be
Were I stiff like a doll !

Back to back, *palm* to *palm*,
My *hands* I can lay ;
They are useful to me
In my *work*, in my *play*.

IV.

Each *part* has each limb,
My *fore-arm* and *hand* ;
My *thigh*, *leg* and *foot*,—
The latter I *stand*.

My *elbow* unites
My *fore-arm*, you see ;
The *thigh* and the *foot*
Are joined by the *knee*.

Just between the *foot* and *leg*
The *ankle* is found ;
Both *this* and the *wrist*
Are slender and round.

I must not forget
One more fact to tell ;
Besides *ankle* and *knee*,
I have *hip* joints as well.

My foot has an *instep*,
A broad, spreading *sole*,
While five *toes* and a *heel*
Just make up the whole.

For *standing*, for *walking*,
For *running* with speed,
My feet do my bidding,
And go where I need.

Much more might I tell
Of this body of mine,
If I only might take
A little more time.

But let me remember,
God meant me to make
A strong man or woman,
Should I proper care take.

—*American Teacher.*

A WAY TO GROW WISE.—After reading a book, or an article, or an item of information from any reliable source, before turning your attention to other things, give two or three minutes' quiet thought to the subject that has just been presented to your mind; see how much you can remember concerning it; and if there were any new ideas, instructive facts, or points of especial interest that impressed you as you read, force yourself to recall them. It may be a little troublesome at first until your mind gets under control and learns to obey your will, but the very effort to think it all out will engrave the facts deeply upon the memory, so deeply that they will not be effaced by the rushing in of a new and different set of ideas; whereas, if the matter be given no further consideration at all, the impressions you have received will fade away so entirely that within a few weeks you will be totally unable to remember more than a dim outline of them.

Form the good habit, then, of always reviewing what has just been read. It exercises and disciplines the mental faculties, strengthens the memory, and teaches concentration of thought.

You will soon learn, in this way, to think and reason intelligently, to separate and classify different kinds of information; and in time the mind, instead of being a lumber-room in which the various contents are thrown together in careless confusion and disorder, will become a store-house where each special class or item of knowledge, neatly labeled, has its own particular place and is ready for use the instant there is need of it.—*Martha Holmes Bates, in St. Nicholas for July.*

AN EARLY WRITING-PAPER.—Many centuries before Christ, Numa left writings upon the papyrus, whence our name, paper, is derived. This plant, which was revered as sacred by the old Egyptians, grows abundantly in shallow streams and marshes in upper Egypt and Syria. Bruce found it growing in the River Jordan, and noticed a curious fact, that it always presented the sharp, angular side of its pear-shaped stem to the swift current. The stem is eight or ten feet high, two inches in diameter, and crowned with a fringe of hair-like leaves, which circle a blossom of slender spikelets. Beneath the brown sheath which envelops the root-stalk of this dark-green plant lie other sheathes which are very transparent. These, when split into thin leaves and dried in the sun, were glued together, and formed the roll of papyrus, on which many of the ancient writings have come down to us. This paper was both flexible and durable. Specimens from Pompeii can be seen in the museum at Naples. In the fifth century papyrus paper, of which many varieties existed, was largely manufac-

tured at Alexandria, and ranked high in the commerce of nations. Its use continued until about seven or eight centuries ago.—*From "Paper: Its Origin and History," by Chas. E. Bolton, in St. Nicholas for August.*

IMPATIENT PEOPLE.—Impatient people water their miseries and hoe up their comforts. Sorrows are visitors that come without invitation, but complaining minds send a wagon to bring their troubles home in. Many people are born crying, live complaining, and die disappointed; they chew the bitter pill, which they would not even know to be bitter if they had the sense to swallow it whole in a cup of patience and water. They think every other man's burden to be light, and their own feathers to be as heavy as lead; they are hardly done by, in their own opinion; no one's toes are so often trodden on by the black ox as theirs; the snow falls thickest around their door, and the hail rattles hardest on their windows; and yet, if the truth were known, it is their fancy rather than their fate which makes things go so hard with them. Many would be well off if they could but think so. A little sprig of the herb called content, put into the poorest soup, will make it taste as rich as the Lord Mayor's turtle. John Ploughman grows the plant in his garden, but the late hard winter nipped it terribly, so that he cannot afford to give his neighbors a slip of it. They had better follow Matthew 25: 6, and go to those who sell, and buy for themselves. Grace is a good soil to grow it in, but it wants watering from the fountain of mercy.—*Spurgeon.*

EDITORIAL PARAGRAPHS.

HARRISONBURG NORMAL INSTITUTE.—A short visit to this school showed an earnest body of teachers, under the instruction of Professor J. G. Swartz, Miss McGee, and Mrs. Murrell. Hon. M. A. Newell, of Maryland, had been in charge at the beginning, but his engagement had closed before the time of our visit. Superintendent Funkhouser, of Rockingham, had worked up the Institute excellently in advance, and the attendance was larger than at any ever held in the State, except that held at the University. A number of county superintendents had been in attendance, and lent their aid to the success of the Normal. We had the pleasure of meeting Superintendents Funkhouser, of Rockingham; Hamilton, of Rockbridge; Roller, of Augusta; and ex-Superintendent Hawse, of Rockingham. Professor Hulvey, one of the Rockingham teachers, who has had considerable experience in normal work, delivered several excellent lectures. Professor Swartz is gaining golden opinions for his untiring work and for his skill in instruction and management. Dr. Curry delivered two lectures in the court-house during one visit—one on "Universal Education," the other on "The Teacher." With his accustomed eloquence and power he discussed his subjects greatly to the instruction and delight of his audience. We can think of nothing that would create greater enthusiasm and be productive of more good for the State than for the Doctor to canvass the entire State in the interest of universal education. Only a few days ago we heard a member of the Legislature from one of the Eastern counties express a most earnest wish that Dr. Curry could address the people in all parts of his country, believing that a new day for public schools would at once dawn. He had himself been charmed by the ad-

dress before the Conference of Superintendents, and believed that the great mass of our people could not fail to be equally enthused. We had the pleasure of hearing a brief address from Prof. Thompson, of Otterbein University, Ohio, and from Rev. Allan Curr, of Staunton. Superintendent R. R. Farr also was present, and contributed to the interest of the Institute. The teachers were deeply interested and very constant in their attendance; yet, though hard worked, seemed to improve on the fine air and beautiful surroundings of the town. The number in attendance, we learn from "*The People*," reached nearly five hundred.

It is much to be regretted that the Legislature has not seen fit to make some permanent provision for Normal Institutes. The Institute should be a *fixture* in our educational work; it should be held under the direction of skilled instructors and have a well-defined and carefully-prepared outline of instruction.

THE FARMVILLE NORMAL SCHOOL.—At its recent session the Legislature so amended the law passed last winter for the establishment of this school as to make the appropriation of \$10,000, provided for in that act, payable out of the general treasury instead of the School Fund. It is presumed that the Board of Trustees will have a meeting and make provision for putting the school in operation at once.

Book Notices.

THE ECLECTIC SYSTEM OF INDUSTRIAL, FREEHAND AND PERSPECTIVE DRAWING. By CHRISTINA SULLIVAN, Teacher of Drawing in the Cincinnati Public Schools. Van Antwerp, Bragg & Co., Cincinnati.

This series is complete in nine books, each containing full directions and explanations. It is the work of a practical teacher and is based upon knowledge acquired by experience in the school-room with pupils of every grade. The series has been prepared with reference to sound principles of teaching, difficulty of execution and logical order of principles, the exercises advancing by easy gradation from the simplest forms to the most complex, and furnishing all that is necessary as a basis for special industrial training. The plan and explanations make it possible for the regular teacher, without the aid of an expert, to understand it and teach it effectively. Exercise tablets for extra practice in corresponding size to the Drawing Books have been prepared and will be furnished at the same rates.

A PRACTICAL METHOD OF LEARNING SPANISH. In accordance with Ybarra's System of Teaching Modern Languages. By GEN. ALEJANDRO YBARRA, Professor of Modern Languages in the Martha's Vineyard Summer Institute. Published by Ginn, Heath & Co., Boston, New York and Chicago. 1884. Mailing price \$1.30.

Gen. Ybarra's book is based on the idea that a pupil ought to be able to use a language with considerable facility before he is called on to study its Syntax. To enable him to do this he presents a system of lessons, each of which is divided into three parts. Part I. is composed of important words and phrases, idiomatic constructions and exercises in the conjugation of verbs; Part II. is a reading exercise with the translation opposite, to teach the pupil to translate with facility without a dictionary;

Part III. is a practical conversation, which ought to be translated from English to Spanish and from Spanish to English. The author does not undervalue the importance of studying the grammar of the language, but postpones it to a later period. He claims that his system will in a brief period give the student such familiarity with the language as will enable him in travelling to put it to practical use. His method has received the approval of some of the best business men and best teachers of Modern Languages in the country.

FIRST READING. From Blackboard to Books, with Directions for Teachers. To accompany Calkins's Reading Cards. By N. A. CALKINS, Author of "Primary Object Lessons," &c. Ivison, Blakeman, Taylor & Co., New York and Chicago.

The object of Supt. Calkins is to simplify the first step in teaching pupils to read. This he does by presenting a list of *single words*, both in print and script, to be learned by the pupil by sight; then follows *pairs of words*; then *phrases*; then *short sentences*. By the time the pupil has learned all the Cards he will have a vocabulary of more than 600 words. Excellent instruction is given as to the best method of presenting these to the pupil. The value of *phonics* and of *spelling* is shown, and suggestions are given for teaching them. To aid the teacher a series of Blackboard Illustrations are added, which the teacher, by a reasonable amount of practice, will be enabled to draw. Supt. Calkins's position as Superintendent of Elementary Instruction in the City of New York affords him excellent opportunities for testing the value of his methods before offering them to the public. The book will, we think, prove a valuable aid to our primary teachers, and we suggest that they give it an examination.

CLASSICS FOR CHILDREN—QUENTIN DURWARD. By Sir WALTER SCOTT. Edited especially for this series by CHARLOTTE M. YONGE, Author of "Stories from English History," &c. With a Historical Introduction by the Editor. Boston: Ginn, Heath & Co. 1884. Mailing price, 45 cents.

This story, by the prince of authors, Sir Walter Scott, illustrates the times of Louis XI. of France in the latter half of the fifteenth century. The scene is laid partly in France and partly in Burgundy. The pictures of life and manners are carefully wrought, and are presented with the minuteness of detail characteristic of this author. The editor has given an historical introduction, and has adapted the story to the use of children.

THE NORMAL MUSIC COURSE. A Series of Exercises, Studies and Songs, Defining and Illustrating the Art of Sight Reading. Progressively arranged from the first Conception and Production of Tones to the most advanced Choral Practice. Third Reader. By JOHN W. TUFTS and H. E. HOLT. New York: D. Appleton & Co. 1884.

The plan so clearly set forth in the title has been excellently carried out in this reader. The circle of the keys is completed, and the greater difficulties of modulation, &c., are gradually introduced. Special pains have been taken to so grade the exercises that the pupil will be able easily to master each principle as he advances, and so become self-reliant and independent. The pupil is expected to do the work himself. Instrumental accompaniments are discouraged as tending to produce rote-learning. The course will be completed in five books.

SEVEN HUNDRED ALBUM VERSES.—We have just received from the publishers a copy of a little book entitled: SEVEN HUNDRED ALBUM VERSES, containing 128 pages of prose and poetry, suitable for writing in autograph albums. As an aid to the many thousands who have received an invitation to write in the album of a friend, and have not known what to write, this little volume is issued. It will be sent to any address by mail, postpaid, in paper cover, for 15 cents; cloth, 30 cents, by J. S. Ogilvie & Co., publishers, 31 Rose street, New York.

MEIN BRUDER. Ein Bild aus der Wirklichkeit. Novelle von AUGUST BENDER. Philadelphia: Jg. Kohler, No. 911 Arch-Strasse. 1884. Price, 50 cents.

BROKEN ENGLISH. A Frenchman's Struggle with the English Language. Amusing as a Narrative; Instructive as a Handbook of French Conversation. By E. C. DUBOIS. In English and French. Boston: Lee & Shepard, publishers. 1884. Price, 50 cents.

A grouping together of the idiosyncracies of the English language, and an amusing presentation of the difficulties encountered by a Frenchman in so using them as to express his thought without violating propriety.

For sale by J. W. Randolph & English.

WHIRLWINDS, CYCLONES, AND TORNADOS. By WILLIAM MORRIS DAVIS, Instructor in Harvard College. Boston: Lee & Shepard, publishers. 1884. Price, 50 cents.

This little volume is an excellent brief treatise on the causes of whirlwinds, cyclones, and tornados. It will be very useful to teachers in informing them on a subject of general interest, and in enabling them to present the subject to their pupils in a clear and correct manner.

For sale by J. W. Randolph & English.

Literary Notes.

—THE TEACHERS' CO-OPERATIVE ASSOCIATION OF CHICAGO has established a Branch Office in the East at Allentown, Penn., under the management of Prof. A. R. Horne, editor and publisher of *The National Educator*.

Applicants may send two application forms, and will receive the advantages of being registered in both offices without extra charge.

—Professor Edward M. Shepard, of Drury College, Springfield, Mo., and author of Economic Tract No. XII, "The Work of a Social Teacher," has written a Systematic Mineral Record, with a synopsis of terms and chemical reactions used in describing minerals, for instructors and students in Mineralogy. The book was suggested by the serviceableness of Prof. Alphonso Wood's Plant Record in the study of Botany. Price Sixty cents; the publishers, A. S. Barnes & Co., New York.

Steel's Geology, Page's Geology, and Davies' Surveying, with chapters on Mining Engineering, edited by Professor J. H. Van Amringe, of Columbia College, deserve mention in this connection.

—BUSINESS COLLEGE, LEXINGTON, KY.—We refer you to the advertisement of the renowned Commercial College of Kentucky University, situated in the beautiful, historical and society-renowned city, Lexington, Ky. Write for circulars to its President, W. R. Smith, Lexington, Ky.

—The Tariff question is to be thoroughly discussed in the *North American Review*. Free Trade arguments will appear in the September number, and Protection views in October. The ablest writers on both sides have been engaged.

—The Teachers Co-operative Association, 38 Madison avenue, Chicago, Ill., have just issued a pamphlet entitled "How to Apply for a Position," and "How to Learn of Vacancies." It is a practical book for the use of young teachers, and gives the essence of what a letter of application should contain. It discusses the efficiency of Teachers' Bureaus, and also gives useful information as to the work of Teachers' agencies. Price, 15 cents.

—PHYSIOLOGY IN SCHOOLS.—The following resolution was passed unanimously by Michigan State W. C. T. U., June 6, 1884 :

Resolved, That we may better guard our schools against books that do not teach a sound orthodoxy on the Temperance question, we, the Woman's Christian Temperance Union of Michigan, in our annual State Convention assembled, do approve the decision of our National Department of Scientific Instruction to endorse impartially on their merits all text books on Physiology and Hygiene, with special reference to alcoholics and narcotics, and urge our local Unions to exert their influence for use in the schools of their vicinity, of *such books only* as have this endorsement.

Second, *Resolved*, That we adopt the Hygienic Physiology by J. D. Steele, printed and published by A. S. Barnes & Co., New York and Chicago, and edited and endorsed by our National Superintendent of Scientific Instruction as a work best embodying Physiology and Hygiene with special reference to alcoholics and narcotics, and urge it upon local Boards of Education for school use in this State in accordance with recent legislation.

Third, *Resolved*, Believing that the wishes of this large representation of the intelligent Motherhood of this State concerning the text-book to be used in the education of their children on the temperance question, will have influence with the State Board of Health and State Board of Education, we respectfully urge these gentlemen to recommend Dr. Steele's Hygienic Physiology for school use in this State. We further ask that they will favorably consider any text-books for lower grades of schools on this subject, which, endorsed by our National Department, we may subsequently submit to them.

The Magazines.

THE CENTURY for August.—As usual with the "Midsummer Holiday Number" the August CENTURY is uncommonly attractive in pictures, fiction, and anecdotal papers. An outdoor quality, appropriate to the season, is noticeable in John Burrough's fresh woodland and field paper, "A Glance at British Wild Flowers," illustrated in a lively decorative style. Of midsummer character are two chief essays, "A Summer Holi-night," by Edith M. Thomas; and the other an essay by Dr. Ed. Egerton on "Americans at Play," in spite of a popular prejudice that we are an over-worked, heavy-hearted people. An authentic paper on "General Sam Houston," by Alexander Hynds, is full of anecdotes of that remarkable backwoodsman and pioneer statesman. Two portraits, engraved with special care for this article, are from an old daguerrotype and from a miniature showing Houston in costume as a Cherokee chieftain. The first paper of a classical series by William J. Stillman, "On the Track of Ulysses," in which he describes his trip by yacht to the supposed places visited by

Ulysses during his adventures as described by Homer in the *Odyssey*. In the matter of stories, the most inveterate reader of fiction will find an abundance. The serious side of this number includes an important paper by Isaac L. Rice, who lays out "Work for a Constitutional Convention"; a striking paper by the Rev. Dr. Washington Gladden, on "Three Dangers" to Society, meaning Intemperance, Divorce, and Business Gambling.

THE ATLANTIC MONTHLY for August.—Contents: In War Time, XV, XVI, S. Weir Mitchell; Carpe Diem, E. R. Hull; The Twilight of Greek and Roman Sculpture, William S. Loomis; The *Essex* Telegraph, L. G. Thompson; The Rose and the Oriole, T. W. Parsons; A Cook's Tourist in Spain (II); Dinkey, Mary Beale Brainerd; Nathaniel Parker Willis, Ed. F. Hayward; The Edda Among the Algonquin Indians, Charles G. Leland; The Thunder-Cloud, James T. McKay; Bags and Beasts Before the Law, E. P. Evans; An Old New England Divine, Kate Jannett Wells; The Anatomizing of William Shakespeare (III), Richard Grant White; Where It Listeth, Edith M. Thomas; Lodge's Historical Studies, A Modern Prophet, The Contributor's Club, Books of the Month.

LIPPINCOTT'S MAGAZINE for August.—Contents: Some Suburbs of New York (II)—West Chester and Long Island (Illustrated); Vivisection, by Albert Laffingwell, M. D.; Aurora (a story); Mary Agnes Tinker; Personal Reminiscences of Charles Reade (first paper), by John Coleman; Some New Thing (a story), by W. W. Crane; A Word From a Woman Against Female Suffrage, by E. A. Bloodgood; Life in a Russian Province (two papers—II), by Sarah M. S. Pereira; My Capers (a story), by Henry Lewis; Confederate Postage-Stamp, (Illustrated), by Will M. Clemens; together with other short stories, poems, and articles of interest upon current topics. A new story by the author of "Phyllis," "Molly Bawn," etc., entitled *A Week in Killarney*, is commenced in this number.

POPULAR SCIENCE MONTHLY for August.—Contents: Hickory-Nuts and Butternuts, by Ernst Allen; The Ghost of Religion; Retrogressive Religion, by Herbert Spencer; Some Rambles of a Naturalist; Scientific Philanthropy; The World's Geyser-Regions (Illustrated); Repatriation to Insane Convicts; The Chemistry of Cookery; My Monkeys; The Salt-Deposits of Western New York; The Morality of Happiness; The Mystic Properties of Numbers; Sketch of Professor Felipe Poey (with portrait). Editor's Table—Science and the Temperance Reform; Literary Notices; Popular Miscellany; Notes.

ST. NICHOLAS for August is a profusely illustrated and seasonable midsummer number. It opens with a charmingly written and illustrated article on "Old Shep and the Central Park Sheep." The frontispiece is illustrative of this paper.

Blanche Willis Howard writes a simple and pathetic story of German child-life, with a happy ending, called "Frieda's Doves." The two illustrations, "The Corner of the Cathedral" and "The Dormer-window," are of scenes closely identified with the author's own life in Germany.

Celia Thaxter appears in this number in a new role—as the illustrator of Joel Benton's quaint poem, "The Curious House."

An interesting and instructive paper is that entitled "Paper: Its Origin and History," illustrated from drawings made at the mills where the paper is manufactured on which *St. Nicholas* is printed. There is a thrilling account of a great fire in Constantinople, and of its inadequate fire department.

Louisa M. Alcott contributes a summery "Spinning-wheel Story," called "The Little House in the Garden; the 'Historic Boys' story is about 'Baldwin of Jerusalem, the Boy Crusader'; with Maurice Thompson takes "Marvin and his Boy Hunters" through a quail-hunting trip and a brief adventure.

THE NORTH AMERICAN REVIEW for August.—Contents: The Encroachments of Capital, Justice J. V. Campbell; The Origin of Comets, Richard A. Proctor; Are we a Nation of Rascals? J. J. Hume; Man and Brute, G. J. Romanes; The Drift Toward Centralization, Judge E. G. Loving; The American Element in Fiction, Julian Hawthorne; Prohibition and Persuasion, Neal Dow and Dr. M. Lewis.

THE AMERICAN NATURALIST for August.—Contents: The Glaciated Area of N. America (Illustrated), G. F. Wright; On the Evidence that the Earth's Interior is Solid, Con., M. E. Wade; On the Shedding of the Claws in the Ptarmigan and Allied Birds, L. Stejneger; On the Constitution of Some of the Appendages of the Mollusca, W. H. Dall; The Theory of Sex and Sexes, Genesis, Con., C. M. Hollingsworth; The Condylarthra (Illustrated), E. D. Cope. Editors' Table: Recent Literature; General Notes—Geography and Travels, Geology and Palaeontology, Botany, Entomology, Zoology, Physiology, Psychology, Anthropology, Microscopy, and Histology; Scientific News; Proceedings of Scientific Societies.

OUR LITTLE ONES IN THE NURSERY for August has been received.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully removed by them as public property and transmitted to their successors in office.]

PEABODY TEACHERS' INSTITUTES.—We are more than pleased at the success of the Summer Normals this year, the attendance at the four held aggregating one thousand and thirty-one teachers. It is impossible to estimate the great benefit to our public schools derived from these gatherings of teachers, and the instructions received by them. It cannot but tell for good in the school-rooms of these teachers.

The Wytheville Institute opened July 15th, and closed August 12th, and was held under the supervision of Professor E. V. DeGraff up to August 1st, and from August 1st to 12th under Professor W. B. McGilvray, whose report we give as follows:

RICHMOND, VA., August 19, 1884.

Hon. R. R. FARR,

Superintendent Public Instruction :

SIR,—I have the honor of submitting the following report of Wytheville Normal Institute, which was held at Wytheville, Va., from July 15th to August 12th, inclusive.

Three hundred and three teachers—one hundred and eighty-two females and one hundred and twenty-one males—were in attendance. The exercises consisted mainly of illustrated lectures upon methods of teaching, interspersed with singing and calisthenics.

Prof. E. V. De Graff, of Washington, D. C., had charge until August 1, and lectured upon Spelling, Reading, Penmanship, Language, and Discipline. Prof. W. B. McGilvray, of Richmond, Va., had charge the remainder of the session, and lectured upon Arithmetic, Geography, History, Grammar, School Management, and Hygiene. Each of these gentlemen gave two public lectures in addition to the regular work.

Prof. Little, of Washington, gave a course of lectures upon Drawing. Prof. Painter, of Roanoke College, delivered six lectures upon History of Education. Prof. Obenchain, of Kentucky, gave a lecture upon the Sun, and another upon Interest. Prof. T. N. Conrad, of Blacksburg, gave one lecture upon Arithmetic, and at night presented

the claims of the Virginia Agricultural and Mechanical College. Rev. J. B. Greever, of Wythe county, lectured upon Discipline, Geography, and Grammar.

I have never seen a body of teachers more earnestly engaged in the work of an institute. The attendance was regular and prompt, and the interest was kept up to the very last hour. I was pleased to notice that those teachers, who had attended previous institutes, were the most eager to hear and note everything bearing upon their work. About one hundred and eighty-seven teachers were present at the closing exercises—a pleasant little entertainment gotten up by the teachers for the last hour.

These Portable Normals—containing the very gist of the new education, simmered experience, and illuminating method—are the very life of our public school system, and they are doing a work now that would not be done by any other instrumentality. They are the most efficient means of supplying the real and pressing wants of the system; and they must be the main reliance, yea, the only hope of the great body of our present teachers; no other means yet adopted will ever reach those in time to be serviceable. I sincerely hope that our Legislature will provide the means for perpetuating and extending Normal Institutes.

Very respectfully,

W. B. MCGILVRAY.

The Summer Session of the Virginia Normal and Collegiate Institute opened July 15th, and closed after a most successful course of six weeks.

This was in charge of Professor James Storum, Principal of the Institute, assisted by his corps of teachers, report of which is made as follows:

PETERSBURG, August 25, 1884

Hon. R. R. FARR,

Superintendent Public Instruction:

SIR,—The Institute for colored teachers convened at the Virginia Normal and Collegiate Institute on Tuesday, July 15th, and continued six weeks. During this time all of the teachers of this Institution have given more or less of their time. The branches taught were chiefly Arithmetic, Grammar, Geography, and History, together with methods of instruction. Considerable time was given to free-hand drawing, conducted by Professor Little.

Dr. H. L. Harris lectured before the Institute several times on Physiology, and Rev. York Jones on History.

The teachers seemed to be eager to improve the opportunity afforded them, and express themselves as being very greatly benefited.

The number enrolled was one hundred and thirteen; fifty-three males and sixty females.

Respectfully yours,

JAMES STORUM.

We have no official report as yet from the Harrisonburg or Farmville Institutes.

At the former there were four hundred and seventy-five teachers enrolled—two hundred and sixty-seven females and two hundred and eight males; and at the latter one hundred and thirty-eight enrolled—fifty-six females and eighty-two males.

SUMMARY:

Wytheville Institute:			
	Females.....	182	
	Males.....	121	
			303
Petersburg:			
	Females.....	60	
	Males.....	53	
			113
Harrisonburg:			
	Females.....	267	
	Males.....	208	
			475
Farmville:			
	Females.....	56	
	Males.....	82	
			138
Total.....			1,029

The census of each teacher in attendance was taken, and the information, when compiled at this office, will be of a valuable and interesting character.

ANNUAL REPORTS.—Annual reports from sixty-one counties and cities have been received, which show a decided increase in enrolment and average attendance over last year. The attention of those superintendents who have not reported is called to a careful comparison of Tables I and 2 with Table 10 to be sure that the totals and averages agree. Superintendents are admonished to be very careful to see that their balances on hand of State, county, district and other funds, August 1, 1883, correspond with the balances reported by them last year on Table V, Form 352.

[CIRCULAR No. 380.]

OFFICE SUPERINTENDENT PUBLIC INSTRUCTION,

RICHMOND, VA., Sept. 4th, 1884.

*To County and City Superintendents,**and County and City Treasurers:*

The following apportionment is at the rate of 25 cents per head of school population, and consists of the \$100,000 of the sale of the Atlantic, Mississippi and Ohio Railroad, ordered to be applied to the arrearage due the public free schools by an act entitled an act to return to the public free schools a *portion* of the money *derived* therefrom, approved April 21st, 1882, and the accumulation from the amount paid in by the Auditor under the provisions of the law to pay to public free schools the money set apart by the Constitution, as by act approved March 6th, 1882. The two sums amounting to \$139,166.25—less \$6,802.64, amount deducted on account of balances reported on hand in the several counties.

This table shows the school population and the amounts apportioned:

COUNTY OR CITY.	School Population.	Amount Apportioned.	Balance of State Funds on hand as per report of Supt. for 1883, deducted.	Amount which was drawn on second Auditor's account.
Accomac.....	8,702	\$2,175 50	.....	\$2,175 50
Albemarle.....	12,570	3,142 50	382 68	2,759 82
Alexandria city.....	4,582	1,145 50	.....	1,145 50
Alexandria county.....	1,248	312 00	.....	312 00
Alleghany.....	1,840	460 00	.....	460 00
Amelia.....	4,109	1,027 25	117 77	909 48
Amherst.....	6,870	1,717 50	.....	1,717 50
Appomattox.....	3,871	967 75	.....	967 75
Augusta.....	10,423	2,605 75	216 26	2,389 49
Staunton.....	1,647	411 75	.....	411 75
Bath.....	1,666	416 50	.....	416 50
Bedford.....	11,420	2,855 00	.....	2,855 00
Bland.....	1,895	473 75	.....	473 75
Botetourt.....	5,104	1,276 00	.....	1,276 00
Brunswick.....	6,397	1,599 25	30 08	1,569 17
Buchanan.....	2,236	559 00	.....	559 00
Buckingham.....	6,436	1,609 00	3 81	1,605 19
Campbell.....	7,313	1,828 25	.....	1,828 25
Caroline.....	6,480	1,620 00	.....	1,620 00
Carroll.....	5,101	1,275 25	.....	1,275 25
Charles City.....	2,078	519 50	.....	519 50
Charlotte.....	6,826	1,706 50	.....	1,706 50
Chesterfield.....	6,504	1,626 00	.....	1,626 00
Manchester.....	1,880	470 00	.....	470 00
Clarke.....	2,789	697 25	.....	697 25
Craig.....	1,386	346 50	.....	346 50
Culpeper.....	5,020	1,255 00	.....	1,255 00
Cumberland.....	4,273	1,068 25	.....	1,068 25
Dickenson.....	1,500	375 00	.....	375 00
Dinwiddie.....	5,283	1,320 75	200 22	1,120 53

COUNTY OR CITY.	School Population.	Amount Apportioned.	Balance of State Fund on hand, as per report of Supt. for 1883, deducted.	Amount for which War- rant is to be drawn on Sec. Auditor.
Elizabeth City.....	3,315	\$828 75		\$828 75
Essex	4,328	1,082 00	14 47	1,067 53
Fairfax	5,660	1,415 00		1,415 00
Fauquier.....	8,514	2,128 50	1 19	2,127 31
Floyd.....	5,142	1,285 50		1,285 50
Fluvanna.....	4,074	1,018 50		1,018 50
Franklin.....	9,356	2,339 00		2,339 00
Frederick	4,634	1,158 50		1,158 50
Winchester.....	1,720	430 00		430 00
Giles	3,565	891 25		891 25
Gloucester	4,429	1,107 25		1,107 25
Goochland	3,662	915 50	240 91	674 59
Grayson	5,574	1,393 50		1,393 50
Greene.....	2,215	553 75		553 75
Greensville.....	3,354	838 50		838 50
Halifax	13,348	3,337 00		3,337 00
Hanover	7,001	1,750 25	1,395 86	354 39
Henrico	5,891	1,472 75		1,472 75
Henry.....	6,436	1,609 00		1,609 00
Highland	1,860	465 00		465 00
Isle of Wight.....	3,557	889 25		889 25
James City (inc'g Wm's'bg)	1,713	428 25		428 25
King & Queen.....	3,753	938 25		938 25
King George.....	2,420	605 00		605 00
King William.....	3,448	862 00	33 32	828 68
Lancaster	2,322	580 50		580 50
Lee	6,800	1,700 00		1,700 00
Loudoun.....	8,679	2,169 75		2,169 75
Louisa	7,100	1,775 00		1,775 00
Lunenburg	4,550	1,137 50	232 08	905 42
Lynchburg	4,907	1,226 75		1,226 75
Madison	3,777	944 25		944 25
Mathews.....	2,516	629 00	108 00	521 00
Mecklenburg	10,035	2,508 75	2,294 62½	906 29
Middlesex	2,384	596 00	11 46	584 54
Montgomery	6,783	1,695 75		1,695 75
Nansemond	5,336	1,334 00		1,334 00
Nelson	6,199	1,549 75		1,549 75
New Kent	2,027	506 75		506 75
Norfolk City.....	6,695	1,673 75		1,673 75
Norfolk County.....	7,850	1,962 50		1,962 50
Northampton	3,339	834 75		834 75
Northumberland	3,155	788 75		788 75
Nottoway	4,260	1,065 00		1,065 00
Orange	4,978	1,244 50		1,244 50
Page	3,512	878 00		878 00
Patrick	4,808	1,202 00	77 49	1,124 51
Petersburg	7,203	1,800 75		1,800 75
Pittsylvania	*16,601	4,150 25	181 23	3,969 02
Danville.....	2,126	531 50	37 18	494 32
Portsmouth.....	3,210	802 50		802 50
Powhatan	2,871	717 75		717 75
Prince Edward.....	5,606	1,401 50		1,401 50

COUNTY OR CITY.	School Population.	Amount Apportioned.	Balance of State Funds on hand as per report of Supt. for 1883, deducted.	Amount for which War- rant is to be drawn on Sec. Auditor.
Prince George	3,104	776 00		776 00
Prince William	3,457	864 25		864 25
Princess Anne	3,227	806 75		806 75
Pulaski	3,247	811 75		811 75
Rappahannock	3,799	949 75		949 75
Richmond city	21,536	5,384 00		5,384 00
Richmond county	2,843	710 75		710 75
Roanoke	5,167	1,291 75		1,291 75
Rockbridge	7,317	1,829 25		1,829 25
Rockingham	11,148	2,787 00		2,787 00
Russell	5,583	1,397 00		1,397 00
Scott	7,019	1,754 75		1,754 75
Shenandoah	6,505	1,626 25		1,626 25
Smyth	4,600	1,150 00		1,150 00
Southampton	6,508	1,627 00		1,627 00
Spotsylvania	3,804	951 00	612 81	338 19
Fredericksburg	1,334	333 50		333 50
Stafford	2,979	744 75		744 75
Surry	2,271	567 75	36 46	531 29
Sussex	3,830	957 50	110 23	847 27
Tazewell	5,011	1,252 75		1,252 75
Warren	2,634	658 50		658 50
Warwick	798	199 50		199 50
Washington	9,110	2,277 50		2,277 50
Westmoreland	3,300	825 00	264 00	561 00
Wise	2,310	577 50	1,449 86	
Wythe	5,335	1,333 75		1,333 75
York	2,837	709 25	315 17	394 08
Totals	556,665	\$139,166 25	8,367 16	\$132,363 61

* Including district of Tunstall, Dan River, and North Danville.

† \$692.16 of this has been returned to Auditor by County Treasurer.

† \$577.50 retained: balance will be deducted from next apportionment.

Section 142, page 63, of School law provides that, "At the proper time each superintendent of schools shall notify the county treasurer, in writing, that the State money apportioned to the county is ready for distribution, whereupon the county treasurer shall forthwith make requisition in due form upon the Second Auditor for the State for the amount specified; and as soon as the money has been received in the county treasury, it shall be the duty of the treasurer to inform the County Superintendent, in writing, of the fact."

County Treasurers will please observe the following form in drawing the warrant on the Second Auditor:

FORM OF DRAFT.

..... Va.,

..... 188

To the Second Auditor of Virginia:

Pay to the order of, the sum of dollars and.....
 cents, the same being the amount due the county of for public free school
 purposes according to Apportionment No. published by the Superintendent of
 Public Instruction, dated 188..

.....
 County Treasurer of County.

This money is to be used *exclusively* for the *pay of teachers*, and cannot be used
 for any other purpose.

Section 150, page 67 of School law provides that, "All sums of money derived
 from State funds which are unexpended in any year in any school district, shall go
 to the general school fund of the State for redivision the next year." Several
 counties report a balance of this fund on hand, and all such balances have been de-
 ducted from the amount apportioned to such counties.

A copy of this circular is sent to each county and city superintendent, and to each
 county and city treasurer.

R. R. FARR,

Superintendent Public Instruction.

EXAMINATION OF TEACHERS.—In order to encourage those
 teachers who were present at the several Institutes it was determined
 to hold a voluntary examination upon the branches required to be
 taught in the public free schools of the State, and all the teachers
 who desired were allowed to avail themselves of the opportunity.
 Examination questions were prepared by the several superintendents
 who were present, and were intended to be fair and comprehensive.
 All the teachers who were examined were required to fill up form
 72 and to return the same with their examination papers to the
 superintendent in charge, who was directed to forward them to the
 superintendent of the city or county in which the applicant desired
 to seek employment. Such Superintendents are directed under provi-
 sions of section 40, to examine said papers, and if, in their judgment,
 the candidates are entitled to a certificate as provided for in section
 39, to issue same without subjecting the party applying to any fur-
 ther examination.

SCHOOL LAW OF VIRGINIA.

(Continued from page 312.)

ARTICLE XII.

FUTURE CHANGES IN THE CONSTITUTION.

SEC. 1. Any amendment or amendments to the constitution may be proposed in the Senate and House of Delegates, and if the same shall be agreed to by a majority of the members elected to each of the two houses, such proposed amendment or amendments shall be entered on their journals, with the ayes and noes taken thereon, and referred to the next general assembly to be chosen at the next general election of senators and members of the House of Delegates, and shall be published for three months previous to the time of making such choice. And if, in the general assembly, so next chosen as aforesaid, such proposed amendment or amendments shall be agreed to by a majority of all the members elected to each house, then it shall be the duty of the general assembly to submit such proposed amendment or amendments to the people in such manner and at such times as the general assembly shall prescribe; and if the people shall approve and ratify such amendment or amendments by a majority of the electors qualified to vote for members of the general assembly voting thereon, such amendment or amendments shall become part of the constitution.

SEC. 2. At the general election to be held in the year 1888, and in each twentieth year thereafter, and also at such times as the general assembly may by law provide, the question, "Shall there be a convention to revise the constitution and amend the same?" shall be decided by the electors qualified to vote for members of the general assembly; and in case a majority of the electors so qualified voting at such election shall decide in favor of a convention for such purpose, the general assembly at its next session shall provide by law for the election of delegates to such convention provided, that no amendment or revision shall be made which shall deny or in any way impair the right of suffrage or any civil or political right as conferred by this constitution, except for causes which apply to all persons and classes without distinction.

SCHEDULE.

That no inconvenience may arise from the changes in the constitution of the state, and in order to carry the same into complete operation, it is hereby declared that—

SEC. 1. The common law and the statute laws now in force, not repugnant to the constitution, shall remain in full force until they expire by their own limitation, or be repealed by the legislature.

SEC. 2. All writs, actions, causes of actions, prosecutions, and rights of individuals and of bodies corporate, and of the state, and all charters of incorporation shall continue; and all indictments which shall have been found, or which may hereafter be found, for any crime or offence committed before the adoption of this constitution may be proceeded upon as if no change had taken place. The several courts, except

asherein otherwise provided, shall continue, with the like powers and jurisdiction, both in law and in equity, as if this constitution had not been adopted, and until the organization of the judicial department of this constitution.

SEC. 3. That all fines, penalties, forfeitures, and escheats accruing to the state of Virginia, under the present constitution and laws, shall accrue to the use of the state under this constitution.

SEC. 4. That all recognizances, bonds, obligations, and all other instruments entered into or executed before the adoption of this constitution, to the people of the state of Virginia, to any state, county or township, or any public officer, or public body, or which may be entered into or executed, under existing laws, "to the people of the state of Virginia," to any such officer or public body, before the complete organization of the department of government under this constitution, shall remain binding and valid; and rights and liabilities upon the same shall continue, and may be prosecuted as provided by law. All crimes and misdemeanors, and penal actions, shall be tried, punished and prosecuted, as though no change had taken place, until otherwise provided by law.

PUBLIC FREE SCHOOL LAW.

—OF PUBLIC FREE SCHOOLS FOR THE COUNTIES AND OF THE LITERARY FUND.

Uniform System to be adopted.

1. There shall be established and maintained, in this state, a uniform system of public free schools.

Authorities for Administering It.

2. The public free school system shall be administered by the following authorities, to-wit: a Board of Education, a Superintendent of Public Instruction, county and city superintendents of schools, and district school trustees.

Of the Board of Education; of whom composed; its meetings, records, funds, and duties.

3. The Board of Education shall be a corporation by that name, and shall consist of the Governor, the Superintendent of Public Instruction, and the Attorney-General. It shall have all the rights and powers now or heretofore vested in the board of the literary fund. The Governor shall be the President of the Board, if he is present, and in his absence one of the other members shall be called to preside.

4. A meeting of the Board may be held at any time upon the call of any member thereof: provided, that due notice of the time of holding such meeting be given to all the members. The place of meeting, shall, ordinarily, be the office of the Superintendent of Public Instruction.

5. A faithful record shall be kept of all the proceedings of the Board, which shall be signed by the member presiding at the sitting when they occurred, and shall be at

all times open to inspection. A copy thereof, or any part of the same, certified by the secretary of the Board, shall be evidence in all cases in which the original would be.

6. Any money which ought to be paid into the public treasury to the credit of the literary fund, shall (unless other provision be made therefor) be recoverable, with interest, in the manner prescribed by the first section of the seventy-first chapter of the Code of Virginia, of the year eighteen hundred and sixty, for the recovery of money, to be paid to the credit of the fund for internal improvement. And the second, third, fourth, and fifth sections of that chapter shall apply also to the Board of Education.

The chapter referred to as follows:

(1) Any forfeiture to the board of public works not under the seventieth chapter, and any money which ought to be paid into the public treasury to the credit of the fund for internal improvement, shall be recoverable, with interest on such money from the time the same ought to be paid, by motion after thirty days' notice, or by action in the *circuit court of the city of Richmond*. The second auditor shall institute and prosecute the proceedings, after an order for such motion or action shall have been made by the board.

(2). The said board may appoint agents for the collection of its debts or claims, and authorize them to secure payment thereof on such terms as it may approve.

(3). When estate of any person taken under execution, or for sale under any decree or deed of trust, for any such debt or claim, will not sell for the amount thereof, such agent may (under the directions of the board as to the price) purchase such estate for the board. He shall immediately report to it every such purchase and the terms thereof.

(4). The board may sell or appoint an agent to sell, any estate so purchased, which shall sell at such time and on such terms as the board may authorize. It shall take bond from such agent if any money is to come into his hands. Any agent selling land under this section shall, when directed so to do by the board, execute a deed (with the resolution giving such direction thereto annexed), conveying to the purchaser all the interest which the board may have in such land.

(5). For the service of any agent under this chapter the board may allow compensation, not exceeding in any case five per centum on the money actually paid into the treasury.

The duties of the Board of Education shall be as follows, viz:

7. To make by-laws and regulations for its own government, and for carrying into effect the school laws.

8. To observe the operations of the free school system, and to suggest to the general assembly any improvements deemed advisable therein.

9. To invest all the capital and unappropriated income of the literary fund in certificates of debt of the United States, or certificates of debt of, or guaranteed by this state, or in bonds of railroad companies, secured by first mortgage, whose market value for six months preceding the investment has not been less than ninety cents in the dollar. And the said Board may call in any such investment, or any heretofore made, and re-invest the same as aforesaid, whenever deemed proper for the preservation, security or improvement of the said fund. Whenever, in accordance with this section, the Board shall invest as aforesaid in original certificates of debt of this state, no premium shall be required or paid on such investment. All securities for money belonging to the literary fund shall be deposited with the second auditor for safe-keeping, who shall return, with his annual report, a list thereof, and statement of their value.

10. To appoint and remove county superintendents of schools, subject to confirmation by the senate: provided, that vacancies may be filled on their occurrence, and that any such action taken by the Board in the recess of the general assembly shall continue in force until the expiration of thirty days after the assembling of the next general assembly.

11. To decide appeals from decisions of the Superintendent of Public Instruction: provided, that all the facts and arguments in each case shall be presented in writing.

12. To determine the necessary contingent expenses of the Superintendent's office, including stationery, postage, printing, furniture, and other necessary charges; to examine the accounts thereof, and certify the same for payment, when approved.

13. To audit all claims arising under this act which are to be liquidated out of the state funds, and to allow so much thereof as shall appear to be due: provided, that not more than ten years shall have elapsed from the time when, by law, such claim might have been presented for payment. For any claims so allowed, certified by the secretary and the presiding officer of the Board, the second auditor shall issue his warrant on the treasurer, signed by the said auditor and attested by one of his clerks. All money belonging to the literary fund shall also be received into the treasury on the warrant of the same auditor, who shall also be the accountant of the said fund.

14. To approve of the appointment of a first and second clerk for the office of the Superintendent of Public Instruction, upon the nomination of that officer, and to fix their salaries at a sum not exceeding that allowed by law to other first and second clerks in the other state offices. But the first clerk, who is hereby required to serve also as secretary of the Board of Education, may be allowed for these extra services such reasonable compensation as the Board may deem just and proper, provided that the whole amount received by him for both offices shall not exceed the amount of his present salary as first clerk.

15. To regulate all matters arising in the practical administration of the school system, which are not otherwise provided for.

16. To make an annual report to the legislature on or before the first day of December, covering the annual report of the Superintendent of Public Instruction, giving an account of the operations of the Board during the year ending the preceding thirty-first day of July (which shall in all cases be deemed the end of the school year) and especially showing the condition of the literary fund, and making suggestions with regard to the same.

17. To punish county superintendents for neglect of duty, or for any official misconduct, by reasonable fines, to be deducted from their pay, by suspension from office and pay for a certain time, or by removal, subject in the latter case to confirmation by the senate, as hereinbefore provided.

OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Office for him and the Board of Education; his election, duties, compensation, and Annual Report.

18. A Superintendent of Public Instruction shall be elected by the general assembly, by joint vote, within thirty days after the meeting of eighteen hundred and seventy-three and seventy-four, and every four years thereafter, the term of office to commence on the fifteenth day of the March following his election; any vacancy in the

office arising from death, resignation, removal from the commonwealth, permanent disability, or otherwise, to be filled by the Governor temporarily, if the same occur during the recess of the general assembly, the commission to expire at the end of thirty days after the next assembling of that body, whose duty it shall be to elect a successor, who shall enter upon his duties as soon as practicable after his election, and shall continue to serve four years from the fifteenth day of the March following his election.

19. The salary of the Superintendent of Public Instruction, after the present year, ending March 15th, 1871, shall be two thousand dollars, payable in monthly instalments. He shall also be allowed his necessary travelling expenses, whilst engaged in the duties of his office, to be approved by the Board of Education, not to exceed, in the aggregate, five hundred dollars in any one year.

20. A convenient office shall be provided for the use of the Superintendent of Public Instruction and the Board of Education.

21. The Superintendent of Public Instruction shall be the chief executive of the public free school system, upon whom shall devolve the following duties, to-wit:

22. He shall take care that the school laws and regulations be faithfully executed, and shall use all proper means to promote an appreciation and desire of education among the people.

23. It shall be his duty to determine the true intent and meaning of the school laws and regulations, and to explain to the county superintendents and other school officers the several duties enjoined thereby upon them, and his decision shall be final, unless and until reversed by the Board of Education.

24. He shall prepare suitable registers, blank forms and regulations for making all reports and conducting all necessary business under this act, and by circulars and otherwise, shall give such information and instructions as he shall deem conducive to the proper organization and government of the free schools and the due execution of their duties by the school officers.

25. He shall require of county superintendents detailed reports annually, and as often besides as he may deem proper; and he may require special reports, at any time, of any officer connected with the school system. He may also appoint persons, at his direction, to visit or examine all or any of the public free schools in the county wherein such persons reside, and report to him, touching all such matters respecting their condition and management, and the means of improving them, as he may indicate; but no allowance or compensation shall be made to such persons for their services or expenses.

26. It shall be his duty, as often as may be consistent with his other official engagements, to make tours of inspection among the public free schools throughout the State.

27. He shall decide all appeals from decisions of county superintendents of schools, when made in prescribed form; but he may, at his discretion, refer the matter to the Board of Education, whose decision shall always be final. But appeals shall lie in all cases from the decisions of the Superintendent of Public instruction to the Board of Education.

28. Copies of his decisions and of the decisions of the Board, as well as of all his official papers, shall be kept on file in his office, and be open to the inspection of persons concerned.

29. He shall also preserve, in convenient arrangement in his office, all such school documents from other States and governments, books or pamphlets on educational subjects, school books, apparatus, maps, charts, and the like, as have been or shall be furnished gratuitously for public, or purchased for the use of his office.

30. He shall annually, and as often besides as he may deem necessary, prepare a scheme for apportioning the money appropriated by the State for public free school purposes, among the several counties and cities, on the basis of the number of children between the ages of five and twenty-one years, in each school district, as ascertained from the census of the previous year, or in default of that, from the latest and best official authority accessible to him. This scheme shall be accompanied by summaries of the data on which the same is founded, and when approved by the Board of Education, a copy thereof and of the summaries aforesaid, shall be furnished to the second auditor, to each county superintendent of schools, and to each county treasurer.

31. He shall provide for his office a suitable official seal, with which he may authenticate official documents.

32. He shall annually submit to the Board of Education, on or before the first day of November, a detailed report of his official proceedings for the year ending the thirty-first day of July preceding, exhibiting a plain statistical account of his receipts and expenditures for public free schools, and of their condition and progress, showing the number of children, male and female, white and colored, respectively, in the State, and in each county, city and school district, between the ages of five and twenty one years, the average and total number at school during the year, the average wages paid to teachers of either sex, the amount of each branch of school expenditure severally, the cost of education per scholar, and whatever else may tend to show the degree of success and usefulness of the system. He shall also be at liberty, and it shall be his duty to offer suggestions to the Board of Education and to the general assembly concerning matters pertaining to his department, at any time that the public interest seems to him to require it.

33. He shall discharge any other duties which may hereafter be required of him by law.

OF COUNTY AND CITY SUPERINTENDENTS.

Their duties and pay.

34. There shall be appointed for every county, in the manner provided for, in article eight of the constitution, one superintendent of schools. The regular term of office for such superintendents shall be for four years, from the first day of July next succeeding their appointments, and in case of vacancies they shall discharge the duties of their respective offices from their first appointment and qualification under the constitution until their terms begin; and the term of office of superintendents, heretofore appointed and confirmed, shall expire at the expiration of the time for which they were respectively appointed.*

35. The compensation of county superintendents shall be fixed according to the population in their respective counties or districts, to be paid in quarterly instalments out of the state school fund. The said superintendents shall each receive thirty dol-

*The Act of March 20, 1877, makes the term of office begin January instead of July, but this was evidently owing to inadvertence, inasmuch as it conflicts with the Act of January 11, 1877, which is in accordance with the constitution.

lars for each thousand population under their respective jurisdictions for the first ten thousand, rejecting fractions less than five hundred; and twenty dollars for each thousand of population in excess of ten thousand, and up to and including thirty thousand, rejecting fractions less than five hundred; and ten dollars for each thousand of population in excess of thirty thousand, rejecting fractions less than five hundred: provided, that the pay of no superintendent shall in any case be less than two hundred dollars.

36. The salaries of county superintendents of schools, so far as payable by the state shall be paid out of the bulk of the state school funds, as distinguished from the appropriations from the same to the several counties.

Duties of Superintendents of Schools.

37. The duties of each county superintendent of schools shall be as follows, viz:

38. To explain the school system upon all suitable occasions, and to promote the appreciation and desire of education among the people by all proper means in his power.

39. To prepare annually, and at such other times as may be necessary, under directions from the Superintendent of Public Instruction, a scheme for apportioning the state and county school funds among the school districts within each county under his supervision; a copy of which scheme shall be furnished to the county treasurer and to the clerk of each school district, and also to the editor of each newspaper which may be published within the county.

40. To examine persons applying for license to teach in the public free schools, and if satisfied as to their capacity, acquirements, morals, and general fitness, to grant them certificates of limited duration, subject to revocation; all to be done in accordance with directions from the Superintendent of Public Instruction.

41. To promote the improvement and efficiency of teachers by all suitable and proper methods, under direction from the Superintendent of Public Instruction.

42. To assist in the organization of boards of district school trustees with the privilege of being present at all meetings of such boards, and of participating in the discussions of questions therein, but not of voting.

43. To visit and examine all the schools and school districts under his care as often as practicable, to inquire into all matters relating to their management, the course of study and mode of instruction therein, their text-books and discipline, the condition of the school-houses, sites, out-buildings, and appendages; and in general, into whatever concerns the usefulness and perfection of the public free schools under his supervision; to examine the records and official papers of the school districts; to advise with and counsel the school trustees and teachers in relation to their duties, and call especial attention to any neglect or violations of any laws or regulations pertaining thereto; and when necessary, to take lawful measures to abate nuisances, or condemn, as unfit to be longer used, any school-houses, the occupancy of which, for any reason, is likely to endanger the health of the pupils.

44. To decide finally all appeals or complaints concerning the acts of any person connected with the school system within his bounds, unless the matters in question are properly referable to other authorities: provided, that teachers or officers belonging to the system shall have the right of appealing from the decisions of the county superintendent to the Superintendent of Public Instruction.

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OF VIRGINIA.

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Editor of Official Department,

R. R. FARR,

Superintendent Public Instruction.

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THE Educational Journal of Virginia.

Vol. XV.

Richmond, Va., September, 1884.

No. 9.

The State Normal School of Virginia, at Farmville.

The State Normal School, for girls, designed specially to prepare teachers for the public free schools, will be opened in Farmville on *Thursday, October 30th next, at 10 A. M.*

The law gives to each city of five thousand (5,000) inhabitants, and to each county of the State, the privilege of sending one student at least, or more, according to the number of its members in the House of Delegates. These State students will be instructed free of charge for tuition; and the Normal School Trustees are charged with the duty of prescribing the manner in which the selection of these students shall be made.

The Trustees have designated the County and City Superintendents of Schools as the proper persons to search out, examine, and forward suitable candidates for admission, subject to the final decision of the faculty in Farmville as to their fitness or preparation to profit by the privileges of the institution. And the Trustees have asked the Board of Education and the Superintendent of Public Instruction to assist in this work.

Should any city or county fail to send its quota of students, and to give notice of their coming ten days in advance of the opening of the session, the faculty may fill the vacancies with applicants from any part of the State.

Should there still be room, the faculty is allowed to receive other students on payment in advance of thirty dollars (\$30) for the scholastic year.

The qualifications for admission are good character, health, and capacity, the age of sixteen years or upwards, and a good knowledge of reading, orthography, writing, arithmetic, geography and English grammar. And all *State* students must, on entering, sign a declaration of intention to teach in the public schools of Virginia for at least two years after leaving the Institution.

The whole expense to students, besides travelling, will be for board-

ing, books and stationery. A limited number can board in the Institution at a cost not exceeding twelve dollars (\$12) a month for board, including fuel, lights, and washing. Board can be had among the families in Farmville at various prices, and messing-clubs will be allowed.

The Norfolk and Western Railroad has consented to carry students at reduced rates, and other railroads will be applied to for the same favor. As to this, further information will be given in due time.

The School will consist of the Normal School with regular courses, the Model School for children, and extra studies, for which fees will be charged in all cases. These fees will be fixed by the faculty when appointed.

There will be two regular courses in the Normal School of two years each—namely: An Elementary Course and an Advanced Course. The scale of the two reaches from the primary studies to the top of an ordinary high-school course; and everything will be taught as far as practicable by normal methods. Besides which, there will be a full course of strictly professional studies.

The following is the list of studies comprised in the two regular courses:

COURSES OF INSTRUCTION.

ELEMENTARY COURSE.

1. *Language*.—Orthography; Reading and Elocution; English Grammar; Composition; Outlines of Rhetoric and English Classics; Elements of Latin.

2. *Mathematics*.—Mental Arithmetic; Written Arithmetic; Algebra; Geometry.

3. *Natural Science*.—Political Geography; Elements of Mathematical and Physical Geography; Physiology; Lessons in Natural Science.

4. *History*.—History of the United States; Constitution of the United States; Constitution and School Law of Virginia.

5. *The Arts*.—Penmanship; Drawing; Vocal Music; Book-Keeping; Calisthenics.

6. *Teaching*.—School Economy; Methods of Instruction; Lectures on Education; Practice of Teaching.

ADVANCED COURSE.

1. *Language*.—As in Elementary Course; Rhetoric; English Composition; English Literature; Analysis of English Classics; Latin.

2. *Mathematics*.—As in Elementary Course; Higher Algebra; Trigonometry; Analytical Geometry.

3. *Natural Science*.—As in Elementary Course; Geology; Chemistry; Physics; Zoology; Botany.

4. *History*.—As in Elementary Course; General History; History of Virginia.

5. *Arts*.—As in Elementary Course.

6. *Teaching*.—As in Elementary Course; Mental Philosophy; Moral Philosophy; Logic; Lectures on the History of Education and the Philosophy of Education; Observation and Practice in Teaching.

Special arrangements for studies not included in the regular courses.

Persons who enter well prepared on the branches of general study will be allowed to graduate in one year.

At the end of each course a diploma and degree will be given to graduates.

Among the extra studies to be provided for as soon as practicable, will be French and German, Instrumental Music, Painting, and higher grades of Drawing.

Special instructions respecting the mode of conducting examinations will be sent to School Superintendents in a few days.

Students will bring with them such text-books as they have. Any others which may be needed can be gotten in Farmville.

The creation of this Normal School is a most important advance in the education movement of the State: for in such an Institution we have the most powerful of all means for increasing the actual value of the education given in the schools.

The Normal School is to the teachers what the grindstone is to the mechanic's tools—it prepares the teacher for effective work. Happy the girl who gets to the Normal School and improves her privileges. She will make herself felt in after life, and be always in demand. Her pay as a teacher will be better; and she will have a vocation for life on which she can depend for a living, and with which she can make herself highly useful to the community.

Happy, too, the Superintendent of Schools who surrounds himself with trained teachers. They will be the strength and glory of his administration. Though but few, they will send their influence throughout the county or city. They will teach other teachers. Their schools will be as light-houses for the guidance of all. Some Superintendents, who themselves are but little skilled in such matters,

have been known to strengthen themselves amazingly by recognizing the advantage of normal training, and giving themselves earnestly to the promotion of this spirit among their teachers. In fact, there is no better test of the public value of a Superintendent than the zeal with which he throws himself into the work of securing training for his teachers.

Happy the parents, also, whose children are taught by one who understands the mind that is in a child, and how to develop it; who thoroughly understands the best way to teach each branch of knowledge, and who understands how to form good habits, and to round out the character and manners of the child.

And happy the State whose teachers communicate, not simply the forms of education, but also the power thereof. The higher class of statesmen know this, and have long known it. The teacher is recognized as largely the author of the State and the creator of the future. Education is the vital force in men and women, derived from teachers; and as is the teacher, so is the power of the education in the State. Hence, the economy as well as importance of these schools. When ordinary statesmen learn this fact, Normal Schools will become the most favored institutions supported by public funds.

A caution must be given to those cities and towns where high schools and academies exist, lest it be supposed that such institutions may be regarded as substitutes for Normal Schools. This is far from the case. The Normal School is different from every other school in its mode of instruction, as well as in having a strictly professional course.

The academy or high school teaches knowledge to the pupil for the sake of the pupil; the Normal School teaches its pupil how to use knowledge so as to teach and train others. Those who have been thoroughly taught by good methods in academies and high schools, may go through the Normal School in one year; but that one year is indispensable to give professional fitness for teaching.

Be it observed, also, that each and every county and city of over five thousand inhabitants is entitled to send at least one State student to the Normal School, whether it send a separate delegate to the Legislature or not. And the larger cities and counties, which have not only one but more than one delegate, may send as many State students as they have delegates.

Teachers already in the field are invited to attend the Normal School free of charge.

School Trustees are requested to assist actively in spreading notices of the Normal School.

Persons desiring special information about boarding in Farmville are requested to address their inquiries to Rev. James Nelson, D. D., Farmville. If information be wanted as to boarding in the school-building, or as to studies or other details, persons may address Judge F. N. Watkins, Farmville, or the undersigned, whose post-office will be at Lexington, Virginia, until October 20th, afterwards Farmville.

Superintendents will please note that their efforts must be put forth *so promptly* that notice of the coming of girls can be received at Farmville, if possible, by the 20th of October. A paragraph in the *local newspaper* would greatly assist in calling attention to the Normal School.

W. H. RUFFNER,
Principal.

FARMVILLE, VA., Sept. 22, 1884.

Three Hours' Work in a Primary School.

If you care to spend an afternoon with us, with the "little ones" of the system, you may take a place in our ranks, as we march silently into the school-room and seat ourselves at our assigned desks. At the signal of one, two and three, the slates are taken from the desks and placed on them, and the home-work inspected—the monitor passing around with a pan of water, in which the sponges are wet and the work erased. Now, children, all will put their hands behind their backs; there the busy little fingers will be out of the way of temptation to touch or to finger, and we all will look at the board, and we will say together our lists of hard words, up and down and across, saying the new ones three times each. Mary may rise and read this word to which I am pointing. She reads, "Pan," and makes a sentence on it. "My mother bakes bread in a pan." And so does every child, in succession, read a word and give its definition by a correct use of it in a sentence. Fanny fails to recognize the word which comes to her, so she must print it ten times when this exercise is over. For convenience my school is divided, for special instruction, into two divisions—one of these will remain at their desks and copy the lists of words which are printed on the board in large, legible letters, so that those children in the rear will

not have to strain their sight to see—the other division, with their “First Readers,” pass in single file to their positions, the boys to the west, and the girls to the south side of the room, as from these points comes the light from the windows *behind* the class. The children may open and hold their books in the left hand, and point to the last word on the bottom line. “Charles may read this line *backwards*.” He reads without hesitating—*rat a at ran cat A*. Florence reads the next line, and May the next, and another child reads a line, and so on until our five lines, which compose our lesson for to-day, have been read several times. Now, to test the knowledge of every one in class, each child in succession reads one word, passing around the class some four times. Those who failed to recognize one word will make it ten times, and as Kate and George missed two words each, they will say the lesson to me at some other time. All knew the lesson very well, so we will read the story about this pretty cat. “Who will tell the name of the stop or mark at the end of the first line?” Annie answers correctly, “A period. I let my voice fall at a period.” A stroke on the bell causes the class to turn and pass down the aisles to their places.

The school will turn up the clean sides of their slates and take their pencils in position. Little Fred has been holding his pencil in the right way while he was printing, so I shall put his name on the Roll of Honor. There are several others who do quite well; I shall notice them tomorrow, when they don't know that I am looking, and if I find that they do not hold their pencils out of position, I will put their names on the Roll too. The class will make the figures which they've learned while I write them on the board. I want straight columns, and figures of the same size. Willie has an 8 turned the wrong way; I set him a copy which he will imitate eight times. Kate has the 0 on the left side of the 1. Frank may tell her how ten should be written. “One on the left-hand side of the nought;” which Kate repeats, and makes the correction on her slate. Every one has a nice, even column, so now fold your arms and read the numbers as I point to them. Ten, eleven, twelve, &c., up and down and skipping about. “Now, I want to know who will read these columns in which the numbers are set out of order?” A forest of hands express willingness and ability. “Fred may come to the board, for he opens his mouth and lets his words come out distinctly and loudly.” Fred comes forward, and with radiant face and clarion voice reads: eighteen, thirteen, nineteen, sixteen—and, stops. Who will tell him the name of this number? 1 on the left side of a 2? Mattie is correct;

that is twelve; we don't call this number *teen*, so that put Freddie out. "If you went to the grocery and bought one dozen eggs, how many eggs would you get?" Joe says: "Twelve." That is right, there are twelve things to a dozen; so try to remember that 12 is the *dozen* number. Mattie may read this column which I have just made, while the class will make twelve 12's. On to-morrow I will have an examination, and all those who will read all of the numbers up to twenty will have their names put on the board as masters of the *difficult teens*.

All but two have obeyed the signal for "hands behind," and an investigation proves that the apple has a strong attraction for one of Mother Eve's daughters. I tell her to go into the hall and eat it; she protests that she does not want it; is not hungry; she is inclined to be inattentive and wilful; I send her from the room to finish the repast. She, for one, will not be tempted to eat again during class.

If you will listen, I will tell you a story. Many, many years ago, in a country far away from here, the little children who went to school had no slates, no nice, smooth slates like yours, on which to make figures; instead, they used small boards on which was a layer of wax; on this soft wax they wrote figures and words with a sharp piece of iron, the shape of your pencils. When a figure was wrong or crooked, it could not be sponged off, but the children rolled the wax smooth with a tiny roller. Those people did not have figures like ours; they used *letters* to represent their numbers. "What are letters? You have been in school almost two months, and you have not heard about letters." George answers: "They are *a, b, c's*." You are right. You all may learn the letters in the first part of your Reader, and some time I will let you say them. Well, these little Roman boys and girls made *letters* to show numbers, and the first one was this, I. Ella may tell us the name of this letter. One I stood for 1, two II's for 2. All who have seen such numbers may hold up their hands. Annie says: "I see them now on the clock." On to-morrow others may tell me where *Roman Numbers* are to be found, and now all may copy these on their slates.

Every one give attention and we will have some addition. Those children who answer quickly and correctly may go to the board and write their marks, and put underneath them the proper figures and signs. "What is this sign called?" "Plus." "What does plus tell you to do?" "Put together." Put five cents and two cents together, how many cents will there be, Willie? "Seven cents." He goes to the board, and writes $5\text{¢} + 2\text{¢} = 7\text{¢}$, and all others who

answer correctly are *rewarded* by going to the board and putting on it the result of the mental work. The class will make the table $0 + 2 = ?$ to $9 + 2 = ?$ Now, I want to know which children can say this table perfectly? I am pleased to see so many hands up, but I want to be sure that each child knows every addition in the 2's. I draw on the board in front of the school, a large circle, and on the edge I place figures from 0 to 9 promiscuously, and in the centre of the circle, $+ 2 = ?$ Breathless attention is the condition of the school, except that several youths are attempting to draw a similar one on their slates. I commend their ambition—asking them to wait till after class, when I will give them time to draw. To encourage the children to draw, I place, frequently, on the board simple forms as models. "How many of you have been to our State Fair, and have seen the horses running around the race-course?" "What was the shape of the race-course?" "How did the horses run when they went around the ring?" "What do they call the fast running of horses." "Racing." Well, some of you boys may *race* around this ring with the pointer, giving the result of each number added to 2. Those who can make each addition without hesitating will have their names put on the board as the best arithmetic pupils in school. Jimmie goes around in less than half a minute, without a mistake, so all must make that time. Each day I will allow a new set to try, so by the end of the week nearly all in the school will have *raced* over the addition of 2's, and no bones will be broken.

We will now prepare our lesson for to-morrow. So hold your readers in your left hands and look at the picture after the one we had to-day. Who will tell us what is in the picture? Jennie is correct, there is a frog. What kind of legs has a frog? A smart child may tell me on to-morrow why the frog's hind legs are longer than his fore ones. Mary sees water in the picture. Carrie says there is a rock, and a pair of sharp eyes has discovered grass. All will point to the last word on the bottom line; the class may say the words in that line. Here is a new word, at the end of the next line, Will's raised hand indicates that he can tell us what it is. "Pole." You are a smart boy to know that long word. I will put it with our other hard words on the board. Another and another is met with and dwelt on, until we've reached the top line. At home you all must go over this lesson *backwards* a great many times until you know every word in it, so that on to-morrow we will be able to read this little story about the Frog.

For being so attentive and quick this afternoon, I will teach you a new verse of your calisthenic song. We will have ten minutes for singing before the bell rings for dismissal, so rise and take positions, and drive away frowns and bad feelings by singing these sweet words, "Were I a Bird."

The monitors pass the hats and wraps, and I allow the older ones to assist their smaller companions in preparing to go home. When all are ready and quiet regained, a bow is the signal for dismissal, and the fifty little ones march from the room into the street, on their way homeward. I, with my small refractories, remain and spend some time together in going over missed lessons, and learning that "the way of the transgressor is hard," even among the wee folks.

Hints to Teachers.

BY S. P. ROBINS, LL. D., SUPT. OF PROTESTANT SCHOOLS, MONTREAL.

GENERAL.

1. Remember that, inasmuch as you are left very much to the guidance of your own judgment in the management of your class, it is especially necessary to use all your observant and inventive faculties for securing the best possible result of your labor.

2. That the best possible result is the thorough preparation of each of your own pupils to prosecute his studies and perform all other duties well hereafter. The first aim is not a high standard of attainment, but a good discipline of mind and manner, so far as it can be attained with each little pupil.

3. Because the habits of thought and action that are earliest formed are the most persistent and influential throughout life, and because the imitative faculties of a little child are especially active and his nature peculiarly impressible, yours is the most important work done in school. It is difficult work, but if well done, you deserve corresponding consideration and honor. If you do not get them now, yet your heart and life being right in other respects, you will secure them hereafter.

4. As you are conducting, in common with other painstaking and successful teachers, a great experiment in the management of half-day classes with very little children, carefully observe whatever in your manner, or in the ingenious devices to which you will be led, makes for your success, practice it diligently, and tell it to others.

DISCIPLINE.

There is no need of reference here to the mode in which the successful teacher acquires ascendancy over each of her pupils by strength and consistency of character, by a loving heart, a kind manner and a clear and vigorous understanding. All these things are pre-supposed in the successful teacher. When, as in my presence less than twelve months ago, a teacher says to a class, "I will look at the slate of no child out of place," and then in less than a minute does so, it is not surprising that her class despise her authority, and make little or no progress. One who can promise so lightly, and forget so readily, is fit for no important trust; certainly, not for that of the teacher. But there are many things, little in themselves though important in their results in discipline, which are sometimes overlooked even by those who have all the essential elements of excellent teachers.

1. Consider well the disposition of a little child. He is active, but undisciplined. He longs to know, takes great delight in learning; he loves to do, takes great delight in putting his knowledge into practice. But then he has but little persistency and steadiness.

2. You must, therefore, when he is not at play, teach him constantly, or keep him doing constantly, and this with rapid alterations from the employment of his mind to the employment of his body.

3. So you must never be without a definite plan of action that shall engage the attention of every child. A half-minute's embarrassment of the teacher in the presence of the class, will work ruin in its discipline for the time being, and a child with nothing definite to do at any time during the school session becomes forthwith a center of disturbance.

4. You must not put too prolonged a strain on the feeble power of attention in pupils of preparatory grades. Let your work be varied, and your lessons short and lively. Let the teacher who will follow you in the school course have most of the trouble involved in securing long-continued and concentrated attention.

5. Frequent change of rooms will much facilitate your work. In some schools visited there is not nearly enough of this. Your class should occupy two rooms during parts of every hour. This may compel you to change in the middle of a lesson, but you can so choose the lessons that the interruption will not be harmful.

6. Much aid to discipline is afforded by the drill of changing

rooms, by simple calisthenic exercises and by exercise songs. But this aid is only secured by the enforcement of prompt and exact obedience.

7. Hence, the slightest tap of the bell should be followed by immediate and intense silence, not, however, permitted to continue long.

8. Hence, also, the first word of each command must be so chosen and given as to suggest invariably what is to follow; the next and finishing word of the command must be the signal for the prompt, universal, and, therefore, simultaneous execution of the command.

9. Hence, also, no second command should be given until the first has been universally and precisely obeyed.

10. Finally, the effect of each command must be minutely considered beforehand. For example, in a series of commands those first given should be those that can be executed noiselessly, the whole series being terminated by that one which necessarily involves disturbance.

TEACHING.

1. You must yourself be accurate. The distinction between the well educated and the improperly educated, is just here, that the one is, and the other is not, automatically and minutely correct in recollection, in mode of thought, in manner of expression. Do not teach anything that must be subsequently unlearned.

2. With little children, especially at the outset, much attention must be given to them individually. This, however, in many instances, can be done so as to interest others, not directly addressed, who may be appealed to give the information that their companion requires.

3. The effect of every collective lesson is greatly increased when every child attends to the whole lesson. But this attention can be secured only by making each child feel that in all you say you have reference to him.

4. Hence, recitations and other exercises must not be wholly, nor even principally, simultaneous. No more convincing evidence of inexperience on the part of a teacher is needed than the general inability of a class to report individually, what in concert, or rather following the lead of one or two, they can in sing-song style deliver simultaneously.

5. In questioning a class, you should not give it to be understood whether you intend to have the answer from the whole class or from

any particular pupil until after your question has been asked and a moment's pause for reflection and recollection has been allowed. After the pause, you may say, "John Brown," or "any one," and then expect an instant answer. Thus you prevent one or two higher pupils suggesting the answer to all the rest of the class, and you secure the attention of each to the work in hand.

6 Take care that each child gets a fair share of questioning. Sometimes the teacher has a few names that somehow spring first to the tongue, and their owners get the lion's share of attention. When the teacher is conscious of this, let her make sure of each child occasionally by some such device as the following: Let the whole class stand, and as questions are answered by individuals, let them sit. Thus proceed until every child is seated.

7. Holding up the hand to indicate the wish to reply to a question is open to great abuse. Forward children answer everything. Timid or diffident children answer nothing. It is a good rule that the hand shall not be held up except when another pupil has made a mistake, or when the teacher, in asking a question that she thinks a little too hard for the class generally, gives special permission to raise it.

8. Rising from the seat, running after the teacher, thrusting the hand into the teacher's face, snapping the fingers, are highly improper acts, instances of each of which I have seen as importunate efforts to attract the teacher's attention. At times the teacher, by standing so that she cannot see the whole class, is the direct cause of such rudeness.

9. It is impossible to carry on work with the active co-operation of the teacher in two classes at once. Having given one class an exercise on the slates, or one of some other kind, that has been properly explained, that is within their power, and the result of which can be subsequently examined by yourself, bend your undivided attention on the other class.

10. In the examination of slate work, it is, as a rule, better that children bring it to the teacher than that the teacher go to examine it. Hence, in every room pupils should be taught how, without marking time, or marching noisily, to move in single file before the teacher, showing work as they pass slowly, and then to return in order to their places, having completed the circuit of the room.

11. Home work is not needed in preparatory classes. It will much conduce to good order, therefore, if books, slates and pencils be always left in school under the care of the teacher.

12. The Preparatory Limit Table should be interpreted rather as a maximum than as a minimum.

READING.

1. Use cards frequently for individual as well as for simultaneous reading.

2. Do not confine yourself to the set order of words. Pick out words here and there; read backward as well as forward.

3. I had supposed the teaching of reading by spelling thus, "m" "e" *me*; "e" "double-gee" *egg*, to be obsolete; really, I find it only obsolescent. If a word be analyzed at all, *for purposes of reading*, it should be by the powers, and not by the names of the letters.

ARITHMETIC.

1. If you have not an abacus that stands on feet, ask for one.

2. Use the abacus yourself, but let the children use it constantly.

3. Do not aim to go beyond the limit, 20.

4. Let every kind of relation among numbers be taken with each successive number; *i. e.*, do not teach addition first, and then subtraction, multiplication and division in succession, but teach all these operations, as mentally performed, simultaneously. Thus, that three and three are six, that three is the half of six, and that three is contained in six twice, are but different ways of regarding the same fact.

COMMON THINGS—OBJECT LESSONS—STORIES—SINGING.

1. See that you have, use yourself, and set the children to use, scales and weights, a two-foot rule, a clock card, and a compass.

2. Object lessons must be very simple, but they ought to be none the less on that account, carefully prepared. It is a painful thing to see a teacher standing before a class puzzled to know what to do or what to say next.

3. Similarly, a story should be prepared beforehand. Great interest will be added if the teacher simply illustrate her story by drawing on the blackboard as it proceeds.

4. In questioning children in all subjects, the aim should be to get connected answers of some length, but this can only be very slowly accomplished.

5. Teach children to sing distinctly, but not too noisily. The

musical effect of a perpetual bawl is even worse than that of a perpetual whisper. It is no harm to have an occasional *ff* passage, but then let us also occasionally have *pp*.

MISCELLANEOUS.

1. Stand so that you can see all the children of the class, and so that each one of them can see, when necessary, what you do and how you do it. Sometimes it is well to overlook children from behind.

2. Be not noisy. Speak distinctly and quietly, so that children will listen to hear you; do not shout, so that they must hear you whether they will or no. Even if a busy hum of work (pleasant to hear) fill the room, do not raise your voice too much; call attention by a light stroke of the bell before you speak, then speak in the midst of a profound silence. Pointers and rulers were not made for banging desks with. Teachers feet have other purposes than stamping on the floor.

3. Be not fussy. Self-possession that quietly takes note of all surroundings, and that adjusts itself unruffled and without effort to them all, is the secret of easy government, as it is also the last refinement of the perfect gentleman.

4. Look out for short-sighted children, and for children who are hard of hearing. These physical imperfections are often unknown to the children themselves, and long escape the notice of parents and teachers. Unfortunately, not only do they give an appearance of stupidity to children that are really bright, but they most seriously retard progress unless compensated by the considerate arrangements of the teacher. Let as many exercises as possible cause the children to lift the eyes up from books to maps, pictures, at a distance and work done on the black-board, so that the tendency to short-sightedness may be, as far as possible, checked.

5. Embrace eagerly any opportunity that may be afforded you of visiting the classes of other preparatory teachers. I have seen some excellent work done in some of them, and in almost all the work is good. There is not a single class in which I have not seen at least one thing done so well that I could wish all other teachers of the same grade had an opportunity to see it.—*Canada School Journal*.

History.

What teaching history is, I shall not carefully inquire. It suffices to say, beginning with facts it must not end with facts. The philosophy of history is impossible in a grammar school ; but the connection of events—antecedent and consequent, cause and effect, and the reasons of things so far from being impossible is altogether possible and necessary. This relation is the thread that binds all the facts together. Among the advantages arising from keeping this relation constantly in mind are these: (1) Cause and effect is one of the strongest principles of association of ideas, thus powerfully aiding the memory in retaining facts ; (2) The search for causes makes the study all the more intelligent and fruitful ; (3) The logical faculty as well as the memory is constantly stimulated. One main advantage attending the History is the inculcation of patriotism ; another one almost equally great is the light thrown upon human life and character.—*Supt. B. A. Hinsdale, Cleveland, Ohio.*

Southern Colleges and Schools.

[The extracts given below will furnish food for thought to the friends of education all over the South. They are taken from an article in the October *Atlantic* written by Charles Forster Smith, who, if we may judge from intimations in the article itself, was once professor in Williams College, Mass., but for six years past a professor in Vanderbilt University. The article seems to have been written with the desire to make a clear and fair statement of the case, and after consultation with a number of prominent Southern educators.—ED.]

There is a great awakening in the South with regard to public schools ; but in the higher education our policy, or rather tendency, has always been wrong. We have too many so-called colleges and universities, and too few preparatory schools. There has been no great advance, if any, in college work in the South since the war, and in preparation for college there has been a positive decline in most of the States. I am led to this view partly by my own experience ; for in six years of college work in the South I have found few men whom I considered fully prepared, both in quantity and quality of work, for a good Freshman class. Besides, I have consulted by letter leading educators in most of the Southern States : of twenty professors, ten, whose experience covers both periods, say that preparation before 1860 was better than it has been since ; six, who began to teach after the war, make no comparison, but deplore in the strongest terms the present low state of preparation ; four think we have improved somewhat in this respect. For other proof of the decline in preparatory work, it would only be necessary to remind Southern educators of the fact that most of our *ante-bellum* academies or preparatory schools—schools which, upon the

whole, did better work than our Southern colleges did—no longer exists. This fact is almost universally admitted by my correspondents. In Louisiana, out of twenty-four or more academies fostered by the State before the war, not one survives. Louisiana is by no means alone in this respect.

What, then, are the causes of this decline in secondary education? The war had its effect. Many fine old academies went down in the general ruin. But too much stress must not be laid upon this; for why was the mortality so much greater among the schools than among the colleges? Besides, most of the academies in Louisiana, referred to above, had ceased to exist before the war. Again, business has taken the place of *otium cum dignitate*; the result has been eagerness, impatience, haste to get into active employment. Young men will not take the time to get ready for college, nor stay in college when they get there. Naturally there has been a reflex action on the part of the colleges, which have adapted their requirements to the new conditions. As to the effect of the public schools on college work, an eminent Georgia professor writes me: "The bastard 'common-school system' has broken up the large neighborhood schools that used to exist in Georgia, and the fragments are generally in the hands of young women and others, who are incompetent to prepare young men for college." In the same strain writes a professor from Virginia: "Our public schools have as yet done nothing towards making themselves preparatory schools to the colleges. They have, however, succeeded in totally destroying the 'old field schools' that used to do that work before the war." There is at present serious trouble just here. We look forward to a better day, but the transition stage is very disheartening. A leading member of the School Board in Nashville said recently: "It is a serious matter to know how to get a boy fitted for college. The public high school does not do it, and yet no private preparatory school can exist beside it." There are in Tennessee only four public high schools, but in none of these is Greek taught, and in only one sufficient Latin for the freshmen class of a good college; other branches are little ahead of the Latin. There is usually in the South a gulf of one or two years between the public high school and the college. It would seem easy enough to put on extra classes at the top, and charge extra fees for the instruction, but it has not been done. It will be done, no doubt, as soon as the colleges make their terms of admission such as to require it. When we shall begin to approach the Massachusetts idea, where "in every town containing four thousand inhabitants and over a high school is required to be kept, in which the pupils are all offered the advantages of a preparation for any of our colleges," and where the high schools are so popular that "about eighty towns are now maintaining such schools, though not required to do so by law," and where the whole number of these public high schools is 226, certainly we in the South shall have no fault to find with the public schools. This state of affairs in Massachusetts is but the legitimate result of the policy inaugurated in 1647 by the law of the colony, which required "that every town of one hundred families should maintain a school, the teacher of which should be able to instruct youth so far as they may be fitted for the university."

But the greatest cause of the decline of preparatory schools is, I believe, none of these. The great fault is with the colleges themselves. Preparation for college regulates itself by the law of supply and demand. All the colleges publish requirements for admission; very few enforce them. Since the boy is not required to prepare for

college, he comes to college without preparation. What little there was in the way of college endowments in the South was swept away by the war. The colleges must live, however, and no resource was left but to live on tuition fees—what no good college could live on. Hence arose an unseemly competition for numbers, and this has gone on—as was natural, since there are among us at least three times as many colleges as the country can legitimately support—until the colleges and universities have entered into competition with the very preparatory schools, and left them nothing to do. "The university," writes a professor in one of the oldest colleges in Virginia, "takes students whom we ought to have. We take the boys who should be in our preparatory school, and it, again, takes infants (so to say) who ought to be taught at home."

The greatest evil in Southern education, it seems to me, is the fact that we have so many colleges and universities. One would suppose that in America the mere number of colleges would no longer impose upon any one, but such statements as the following occur in a recent defence of Southern *ante-bellum* education: "In 1860 the New England States had twenty-one colleges, with 3,738 students, and the single State of Georgia had thirty-two colleges, with 3,302 students." "This is a startling showing," the writer adds. Indeed it is. The irresistible conclusion seems to be that the State of Georgia was better educated than all New England. The same writer compares the eight colleges in Massachusetts with the twenty-three in Virginia, and the two colleges in New Hampshire with the fourteen in South Carolina. He seems to proceed on the assumption that a college is a college. The paragraph that went the rounds of the newspapers a few years ago, to the effect that there were two universities in England, four in France, ten in Prussia, and thirty-seven in the State of Ohio, seriously taken, would prove Ohio to be the most highly educated land the world ever saw. A professor in a small Southwestern college once gravely informed me that the course in Latin in his college was higher than that in the University of Virginia, and *proved it by his catalogue*. Emerson or Carlyle (I forget which) writes to the other: "Nothing can lie worse than figures except facts." Suppose we were to work out the problem of the relative superiority of New England and the South, in point of culture, in this way: In the six New England States there are only seventeen male colleges; in six Southern States—namely, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, and Virginia—there are sixty-seven male colleges—just four to one. Is that the ratio of culture of the two sections? What better *reductio ad absurdum* could one wish? How many of our colleges would Harvard alone outweigh in any just estimate of higher education? Any one who will study the question carefully will be very likely to come to the conclusion that in the United States culture is generally in the inverse ratio to the *number* of colleges. Where you find the largest number of colleges you will be apt to find the fewest fitting-schools and the lowest state of what we call the higher education. In fact, great density of ignorance round about is necessary to the welfare of a certain kind of college.

It will, no doubt, be generally admitted that New England, and especially Massachusetts, approximates more nearly the proper state of higher education than any other section of the United States; and on that assumption some comparisons are made, with no purpose, however, of depreciating the South, but simply to ascertain just how we stand in educational matters.

In 1880 Tennessee had twenty-one male colleges and universities, and sixteen female colleges and seminaries, ten of which latter confer college degrees; but there were only two distinct preparatory schools—though at least nineteen colleges had preparatory departments,—sixty-three secondary schools, and four public high schools. It would be safe to assume that not more than one-third of the sixty three secondary schools could fit a boy for a good college. In Massachusetts, in 1880, there were seven male colleges and universities, and two female; but there were twenty-three preparatory schools, a large number of which would anywhere in the South or West be called colleges, and 215 public high schools (now 226), with 494 teachers and 18,758 pupils, besides forty-six other schools for secondary instruction.

The income of sixteen New England colleges in 1881 was \$1,024,563*, and they had 720,187 volumes in their libraries; all the one hundred and twenty three Southern colleges and universities had together an income of \$1,079,187 and 668,667 volumes. Of the one hundred and twenty-three Southern colleges and universities, sixty-nine had each property in grounds, buildings, etc., valued at not more than \$50,000; of the sixty-nine, there were thirty-five with not more than \$25,000, and fourteen with not more than \$10,000. Of the sixty-nine, only five report productive funds valued at \$50,000; five more report \$25,000; the remainder report less or none—mostly none. In New England, in 1881, not a college reported property valued at less than \$100,000, and only two productive funds below \$150,000. The forty three New England preparatory schools reported in 1881 nearly twice as much property and productive funds as the sixty-nine weakest Southern colleges, and, indeed, four of these preparatory schools had as much property and as much productive funds as the sixty-nine Southern colleges.

Of the one hundred and twenty-five regular preparatory schools in the United States in 1880, there were in New England forty-six; in the six Middle Atlantic States, forty-six; in the Southern States, six; in the remaining (Western and Pacific) States, twenty-seven. "Forty-four per cent. of the property, eighty-four per cent. of the productive funds, and sixty-three per cent. of the income from productive funds represented in the list of preparatory schools are from New England.

Money will not of itself make a college or university, but it is equally true that college and university cannot be made without it. For universities, indeed, as President Gilman is reported to have said, "it is no longer a question of tens or even of hundreds of thousands of dollars; it is a question of millions"; and for a good college at the present day it is hardly a question of less than hundreds of thousands of dollars. We cripple our college work all over the country, and especially in the South and West, by spreading our resources too much. The money that would run a reasonable number of colleges well serves merely to protect the feeble existence of a great many. The policy of diffusion, rather than concentration of resources, is in education necessarily fatal to high and thorough standards. When I think of our educational policy, the anecdote about Franklin Pierce always occurs to me. After he had been nominated for the Presidency, an itinerant lecturer asked an innkeeper among Pierce's native hills, "What sort of a man is General Pierce?" "Waal," he replied, "up here, where everybody knows Frank Pierce, and where Frank Pierce

*Manifestly an error. for Harvard's annual expense account, a year or two ago, was said to be \$682,390, and Yale's over \$560,000.

knows everybody, he's a pretty considerable fellow, I tell you; but come to spread him out over this whole country, I'm afraid he'll be dreadful thin in some places." The "*tertium comparationis*," as the commentators on Homer call it, is the dreadful thinness in some places.

* * * * *

It is not meant to be implied, however, that the South errs more than some other parts of the country with regard to diffusion of resources in the higher education. For instance, in Ohio, in 1881, the combined income reported by thirty-six colleges and universities was \$302,436, and the whole number of volumes in college libraries was 321,147. Harvard University alone reported that year \$357,431 and 214,000 volumes. There were in Ohio seventeen colleges and universities with property valued at not more than \$50,000 each; nine of these, indeed, having not more than \$25,000, and three not over \$10,000. Again, eleven report no productive funds; twenty-six have not more than \$10,000 income, of which number eighteen have not over \$5,000 income. The report of the Commissioner of Education reveals the same state of affairs in Illinois with twenty-eight colleges and universities, Iowa with eighteen, Indiana with fifteen; and so it is in other States.

[Then follows a discussion of the *universities* of the South, and especially of the *curriculum* and *elective* systems in connection with them. The author takes occasion in the discussion to pay a high tribute to the University of Virginia. Among other bad results, as the author thinks, of the *elective* system for colleges is that of *long examinations*. After considering their influence on college work, he continues:]

This mania for long examinations, beginning in the higher institutions, has worked downward until it has invaded even the primary schools. In the public schools of Nashville the examinations are held in writing from the time the children learn how to write, and they have two examinations a day, together equal to five or six hours. The children of one of my colleagues in Vanderbilt have written examinations, in one of the private primary schools in Nashville, covering five or six consecutive hours. They are eleven and thirteen years old respectively. Think of a child of eleven years writing five hours in succession! It is physical torture! It is cruelty to animals!

* * * * *

We have also in the South, of course, the same trouble that exists all over the country—namely, the overtaxing of students by requiring too many studies for graduation. It is an evil that thinking men see to exist even in the public school courses. Chancellor Garland says: "The vicious feature in our colleges is overtaxing the pupil with routine work, and affording no opportunity for general culture by reading useful books. Our students have too many subjects to study. They have time only to *learn lessons*; none to *master subjects and principles*. It is a cramming process." It is a constant subject of remark among Southern professors how little students read. The students are aware of this, but claim, with much justice, that they have no time for reading. I was astonished, when a professor in Williams College, to see how many daily papers were taken by the students. Still more surprised and delighted was I to hear a Sophomore say that he and a classmate were accustomed to meet once or twice a week and to read aloud and discuss Emerson, and that they had just finished *all his works*. That man stood near the head of his class. I remember with what a

feeling of pride another student showed me his treasures, the British and American poets, and how I marveled at his knowledge of them. He was only one of many. Students crossing the campus of the South Carolina College late at night used to see George McDuffie's light burning, and hear his sonorous voice as he read aloud some English masterpiece. I am afraid we do not allow our students time for that now. In Harvard and Yale, with the exhaustive preparation they can and do require for admission, the elective studies, in the higher classes particularly, seem to solve the problem in great measure. But with us, where wretched preparation is the rule, election is never safe before the third or fourth year, if then. It seems to me the only plan is for the better colleges in the South to have and rigidly enforce certain fixed requirements for admission; then to have two or more parallel courses, as circumstances allow, with fewer studies in each course, and more time given to each; and finally, in the third and fourth years, if possible, some elective studies.

After this jeremiad there is space only for the mention of a few of the hopeful signs in Southern educational work. I take hope from the fact that the South is more generally aroused on the subject of education than ever before, that primary education is more generally diffused. The effect will be seen in time. Young men who aspire to professorships are beginning to fit themselves for the higher work in a manner not known before. The unwritten law of good Northern colleges, that a young man must have first-class university training, at home or abroad, if he hopes to rise, is being established among us, too. Eleven graduates of recent years of a college in South Carolina, which has really not more than one hundred names on its rolls, are now pursuing, or propose to pursue, a university course either in this country or abroad. With two or three exceptions, these young men are seeking not professional training, but simply higher culture. Best of all, two-thirds of them are making the money necessary for the course they propose. There was an increase in the incomes reported by Southern colleges from 1880 to 1881 of \$109,330. The idea that colleges must be endowed is gaining ground. There is a growing conviction that fitting-schools of a high order are as necessary as colleges. We do not yet, however, appreciate the truth that preparatory schools, in order to good work and *permanence*, must be endowed. Two facts have given me more encouragement than anything else. Culleoka, recognized as the best fitting-school in Tennessee, is every year crowded with students from all parts of the South, and sometimes rejects in one year applicants enough to fill another school. The other fact is the founding and *endowing*, a few years ago, of the Holy Communion Institute, a good *academy*, in Charleston, South Carolina. We have probably touched the lowest point, and those of us who are young will see better things in the "New South" than our fathers ever saw.

In commenting on the article of Professor Smith, *The New England Journal of Education* (probably Rev. A. D. Mayo) says editorially:

We have no expectation of a revival of the *ante-bellum* state of educational affairs and little sympathy with that class of college men who denounce the people's common school as the enemy of the higher education. To our mind, the Southern people were never in so hopeful an educational state as to-day. They are honestly, energetically, and, in the main, hopefully trying to educate eighteen millions of people, one-half of whom have been practically overlooked until the past dozen years. In

the beginning of such a magnificent undertaking it is not left for school-men, even the most eminent, to choose what they will do. The schoolmaster, like the clergyman—like every truly educated and consecrated man or woman in those States—for a generation yet, must be the servant of the people, often of the humblest of the people, do the best he can, and wait on Providence for the increase. With all their trials, no body of teachers in any country have a more responsible, even more enviable position, than the superior men and women in the higher grades of Southern educational life.

The people are waking with a mighty impulse, and to them is given the reorganization of education, with opportunity to profit by the experience of Christendom, and the sympathy of the noblest educators in all lands for encouragement. We believe the college work of the South is on a broader, more scientific, and altogether more progressive basis than ever before. The preparatory department does a great deal more for an earnest student than could be done by the exclusive, old-time academy. We know Vanderbilt pretty well, and believe a wide-awake, hard-working young fellow from the country will get a more vigorous push toward a higher order of manhood in two years as a student in Nashville than was possible from a full course in any reputable college in New England a generation ago. The key to the situation is the hearty acceptance by the college fraternity of the public-school system; the crowning it, when possible, by the preparatory school; the gradual improvement and endowment of the best academies; the proper handling of the college preparatory department, and the gradual working out of the extreme elective system. With such leaders as are now at the front, reinforced by the brilliant group of young men entering the field, there need be no cause for discouragement.

[The following letter from one of our Richmond teachers, who was an eye-witness of the scene, presents a phase of the National Educational Association not before given to our readers.—ED.]

NATIONAL TEACHERS' UNION, Madison, Wis., July, 1884.

Dear Mr. Editor,—Thinking it a pity that our hard-worked Richmond teachers should not have the gratification of knowing that in some parts of their own country their profession is honored as it deserves, I send you a very concise description, copied from the *Madison Democrat and Wisconsin State Journal*, of the glorious manner in which the Madisonians welcomed the teachers who accepted their hospitable invitation for July, 1884. The Richmond representatives, though few in number, were great in appreciative ability, and stand second to none in their admiration of the "Great Northwest," and especially of Mr. Stevens, the able Mayor of Madison, whose exertions contributed so much to the success of the Association and the enjoyment of the visitors.

THE ILLUMINATION IN HONOR OF THE NATIONAL TEACHERS' ASSOCIATION.—Well, the capital city of Wisconsin experienced a grand time last evening—the grandest in her history. Her illumination was beyond all description, and it was in honor of the National Teachers' Association, which indulged in a formal opening on that occasion. As the gloom of evening approached, all the gas-lamps were brought into use, the hundreds of gas-jets forming arches over the eight entrances to the park were

lighted. The arched lights represented red, white and blue colors. Two thousand Chinese lanterns showed themselves in the park, along the various walks and among the trees. Beside this, all the windows around the park presented bright lights. The flood of light seemed magnificently grand; but when, half an hour afterward, the electric lights over the dome, at the entrances and in the interior of the capitol shone forth, then the pencil became impotent. There was no longer any sense in attempting to describe the scene. Red lights were visible on many a corner and in front of places of business. Fiery balloons were sent up from Grube's, on Pinckney, and they sailed over Monona, viewed by the thousands of people in the park, on the streets, and in houses.

The meetings were held in the Senate and Assembly chambers and in the Congressional church. But the crowd could not be accommodated, of course. Not less than 3,000 people were assembled at the east front of the capitol listening to the happy strains of Lueders's band.

As a *Democrat* representative was gazing over the scene, General Fairchild, an active member of the principal committee, remarked, "Mr. Reporter, you can state that over 4,000 persons, visitors, will occupy beds here to-night, assigned to them by the committee." Then there are about 2,000 others who, not being members of the Association, care for themselves. Madison, then, is pretty well flooded with humanity. And all appear contented.

THE RECEPTION GIVEN BY GOVERNOR RUSK TO THE PUBLIC IN HONOR OF THE NATIONAL EDUCATIONAL ASSOCIATION.—"How grand—why, it is just perfectly beautiful!" This expression was indulged in by a lady as she returned from Governor Rusk's reception last evening.

Now for the explanation: Governor Rusk gave out word a few days ago that he would give a reception to the public in honor of the National Educational Association, assembled in this city. This invitation was announced to the five or six thousand people, the greater number of them being of the Association, at the gathering at the east entrance of the capitol, last Wednesday morning, and it was accepted by a unanimous vote. Last night the happy event took place. Nine o'clock was the hour set for the commencement of the ceremonies—and, in fact, there were to be but few and very brief ceremonies.

Long before the hour appointed, a representative of the *Democrat* visited the scene of operations, on Gilman street, between Pinckney and Webster. Passing up Pinckney street, on the right hand side, it was noticed that a grand illumination began at the extreme lower portion of Mr. M. E. Fuller's place. Reaching Gilman street, the illumination extended down Gilman street, eastward, past the Fuller place, Gurney's, Fox's, Ald. Campbell's, Dr. Wilson's and Judge Cassoday's. On the other side of Gilman street the illumination extended from Gov. Rusk's place, midway between Webster and Pinckney, to Wisconsin avenue, taking in Col. Vilas' place, corner of the avenue and Gilman street. Along these lines hung hundreds of Chinese lanterns, and the residences were brilliantly illuminated. Next to his Excellency's place the Fuller place presented the most attraction. Here ever and anon red fire enriched the scene. The spacious lawn between the Governor's place and Mr. Mears' place, reaching to the lakes, was filled with visitors. In this lawn were tables loaded with ice cream, cake, etc., and waiters, under charge of Mr. Chas. Slightam, did good work in distributing the same to visitors. Six hundred gallons of ice cream were

dispensed with, between the hours of nine and midnight. Nobody knows how many thousand people answered to his excellency's invitation. An ocean of humanity was noted, and all was happiness. Suffice it to say that it was one of the grandest events Madison ever witnessed.

Parties receiving guests were: Governor and Mrs. Rusk, Miss Ida Rusk, Hon. John Eaton, United States Commissioner of Education, Gen. Samuel Fallows, President T. W. Bicknell and wife, and J. L. M. Curry, of Richmond.

Lueders' band made superb music all the while.

Graded Examples in Long Division.

FIRST.—Examples in which the 1st figure of the divisor into the first one or two figures of each partial dividend gives *each quotient figure right at first*. From Pendleton's Arithmetic Cards—21,2 means divisor 21, example 2, and so for the others—21,2; 22,1,5; 31,9; 32,1,5; 33,2; 42,6; 43,9; 44,8; 51,2; 52,8; 54,3; 62,1,5; 63,2,6; 72,1,5,10; 74,1,5; 83,9; 84,2; 92,8,9, and nearly every number of 72bj, 304, 612, 816, 70992. Also in multiplication examples from the cards, the multipliers used as divisors—21,2; 22,2; 31,2,5; 32,2; 33,2; 42,2,8; 43,5; 51,2; 54,10; 62,2,8,9; 72bj; 72,xn,10; 74,2,8; 83,2,5; 84,2,3; and 304, 612, 816, 70992. These are found by noticing that the 2nd figure of the divisor is small, and no figure of the quotient is greater than 5, and there, no doubt, are others—some by leaving out last 1 or 2 figures of dividend and quotient.

SECOND.—Examples in which the *trial quotient figure*, gotten as above, is sometimes *too large*, which are any others in the cards in which the 2nd figure of the divisor is not greater than 5.

THIRD.—Examples in which the 2nd figure of the divisor is greater than 5, when the *trial quotient figure*, gotten by dividing by 1 more than the 1st figure of the divisor, is sometimes *too small*. In this case it is better to find out whether it is too small, not by the remainder, but by multiplying the two left-hand figures of the divisor by figures larger than the trial quotient figure.

It is well, when divisors have been selected for the day, to practice the class in mental arithmetic time in multiplying the two left-hand figures of each divisor by each of the 9 digits mentally.

After a class have been thoroughly taught in dividing by any number of two figures, they will know how to divide by numbers of more than two figures, as the trial quotient figure is always tested by multiplying it into the first two left-hand figures of the divisor.

In practical questions combining addition, subtraction, multiplication and division, two or more, write questions on blackboard and over the large numbers put small numbers for them which can be *worked in the mind*, and let the question be read with the small numbers, then other small numbers, &c., until the class understand the ideas of the question and find out from the operations with the small numbers, what operations to perform on the given large numbers, and as a further test change the large numbers (and even the words) to other large numbers, and see if they work out right with them.

Prize for Spelling.

Messrs. Clark & Maynard, 734 Broadway, New York, propose to give a copy of "Reed's Word Lessons" to any scholar in your school who will spell correctly the following fifty words, without any PREVIOUS DRILL OR STUDY:

- | | | |
|------------------|------------------|------------------|
| 1. Celery. | 18. Alpaca. | 35. Fricassee. |
| 2. Chicory. | 19. Corduroy. | 36. Moccasin. |
| 3. Cinnamon. | 20. Mucilage. | 37. Vermilion. |
| 4. Victuals. | 21. Apostrophe. | 38. Parachute. |
| 5. Phaeton. | 22. Parallel. | 39. Lilies. |
| 6. Stirrup. | 23. Pneumatic. | 40. Fuchsia. |
| 7. Surcingle. | 24. Sovereign. | 41. Dahlia. |
| 8. Pommel. | 25. Innuendo. | 42. Promissory. |
| 9. Baluster. | 26. Numskull. | 43. Neuralgia. |
| 10. Scissors. | 27. Caterpillar. | 44. Measles. |
| 11. Rhinoceros. | 28. Terrapin. | 45. Sassafras. |
| 12. Tillable. | 29. Saddler. | 46. Licorice. |
| 13. Rummage. | 30. Raillery. | 47. Bachelor. |
| 14. Lapel. | 31. Ammunition. | 48. Calendar. |
| 15. Firkin. | 32. Erysipelas. | 49. Preparation. |
| 16. Trisyllable. | 33. Exaggerate. | 50. Pyramid. |
| 17. Cylinder. | 34. Isinglass. | |

These words must be written on a slip of paper, numbered from 1 to 50, inclusive, with scholar's name attached. Only one trial on each word, and no after-correction allowed.

Every word omitted in the written list will be considered a failure.

On receipt of the perfect list, with the teacher's signature to attest the genuineness of the work, they will send the book in return.

THE ART OF EARLY RISING.—The proper time to rise, says the *Lancet*, is when sleep ends. Dozing should not be allowed. True sleep is the aggregate of sleeps, or is a state consisting in the sleeping or rest of all the several parts of the organism. Sometimes one and at other times another part of the body, as a whole, may be the least fatigued, and so the first to awake, or the most exhausted, and therefore the most difficult to arouse. The secret of good sleep is, the physiological condition of rest being established, so to work and weary the several parts of the organism as to give them a proportionally equal need of rest at the same moment; and, to wake early and feel ready to rise, a fair and equal start of the sleepers should be secured; and the wise self-manager should not allow a drowsy feeling of the consciousness or weary senses, or an exhausted muscular system, to beguile him into the folly of going to sleep again when once he has been aroused. After a very few days of self-discipline the man who resolves not to doze—that is, not to allow some sleepy part of his body to keep him in bed after his brain has once awakened—will find himself, without knowing why, an early riser.—*From Popular Science Monthly for August.*

—**APPEAL TO THE FRIENDS OF EDUCATIONAL PROGRESS.**—The Commissioner of Education has requested the President of the Froebel Institute of North America to arrange for the World's Industrial and Cotton Centennial Exposition at New Orleans an exhibit of the character and status of the kindergarten. Such an exhibit involves, as its chief feature, an actual kindergarten in operation during the six months of the Exposition, before the eyes of all who may wish to study its working.

For obvious reasons this kindergarten should, in all its appointments, be as complete, as near the ideal, as possible. At the same time, the special needs of the South render it desirable that there should be two departments—one for white and another for colored children.

The Exposition will furnish a building for the purposes indicated. The Bureau of Education will defray the expenses of transportation, but the funds for the conduct of the kindergarten must be provided by benevolent friends who appreciate the missionary character of the enterprise.

In order to open and carry on one of the kindergartens proposed, it will be necessary to provide \$2,000. The second kindergarten will call for \$1,000. A portion of this sum is already promised. For the purpose of raising the remainder, the Froebel Institute appeals for aid to all who see in educational progress the safeguard of the free and humane spirit of our institutions.

Contributions of five dollars or less may be sent at once to the President of the Froebel Institute. Friends who desire to contribute larger sums may send promissory notes, payable November 1st, November 15th, or December 1st, 1884.

On the 1st day of November, or sooner, a corps of efficient teachers will proceed to New Orleans to take charge of the work during the six months of the Exposition. They will prepare monthly reports of the condition and progress of the work, and these reports, together with a monthly financial statement, will be sent to all who may have subscribed two dollars or more to the fund.

The President of the Froebel Institute will be glad to correspond with friends who may have advice to offer, or who may desire additional information concerning the work on hand.—*W. N. Hailmann, President Froebel Institute, N. A., La Porte, Indiana.*

—**THE WORLD'S EXPOSITION.**—The World's Exposition that is to be opened at New Orleans, is so far perfected in all its departments that it is now in order to state that it will be the largest world's fair ever held. The buildings are larger than those erected for the Philadelphia Centennial. The exhibits outnumber those of any previous exposition. Each of the States, except possibly one or two, will be represented by an exhibit. Congress has made a loan of \$1,000,000 in favor of this centennial exposition. The United States government will make a special exhibit, the largest it has ever attempted, costing hundreds of thousands of dollars, and to that end a mammoth building is being erected in the group of exposition buildings. The Mexican government has appropriated \$2,000,000, and will erect a special building for its unique display. The Central American republics have been aroused from their long slumber and will be fully represented, for the first time, among the great nations of the earth. At the exposition one may learn more about the natural resources of those regions than by any ordinary visit to Mexico or Central America. To lovers of music a visit to the exposition will be highly gratifying, as there is a music hall capable

of seating 11,000 persons, and a stage large enough to hold 600 musicians. Grand concerts will be given during the season.

—*The Normal Teacher*, heretofore published by J. E. Sherrill, Danville, Ind., has been purchased by W. H. F. Henry, who for some time past has contributed large aid to its management. It will be issued hereafter from Indianapolis. The size has been diminished, but the amount of reading matter will be about the same. No doubt the success it achieved under its former proprietor will attend the present proprietor.

—The Teachers' Co-operative Association, of Chicago announce a new branch office at Lincoln, Neb., Miss L. Margaret Pryse and Miss Jennie Denton, editors of *School Work*, managers. All applicants are registered at Allentown, Penn., and Lincoln, Neb., without extra charge.

—OPENING AT ROANOKE COLLEGE.—It will be gratifying news to the friends of Roanoke College throughout the country to learn that the thirty-second session was begun on the 17th instant, with a large increase over the attendance last year. A steady gain for five years—and larger this year than formerly—may well encourage the faculty and friends of the college. The number of Virginia students has increased, and Roanoke has, as usual, representatives from many States and Territories. Among the students are four Mexicans, two of whom are cousins of President Diaz, of Mexico.—*Salem (Va.) Times-Register, Sept. 19, 1884.*

—In the number of students at Roanoke, the States coming next to Virginia are North and South Carolina, Pennsylvania, West Virginia, Maryland and Louisiana.

—UNIVERSITY OF VIRGINIA.—The prospects of a prosperous session are fine. The improvements rendered possible by the appropriation of the last Legislature are being pressed to completion. The dormitories, dwellings, etc., are receiving much needed repairs. An elaborate and thorough system of drainage and sewerage has been advancing towards completion all summer. The improvement in the water supply is delayed only to determine whether the town of Charlottesville will unite with the authorities of the University in the construction of the works. The McCormick observatory is nearly completed. The new chapel will be begun in the fall. The donations to the University since the war amounted last year to more than \$445,000. The appraised value of the estate recently bequeathed to the University, as residuary legatee, by Mr. Arthur W. Austin, of Massachusetts, is \$472,000, together aggregating \$917,000. The present available receipts of the University are between \$85,000 and \$90,000 a year.

—WASHINGTON AND LEE UNIVERSITY.—This institution has existed as a corporation 102 years. It is proposed to celebrate, next June the centennial of the first graduating class. It has recently received, under the will of Mr. C. H. McCormick, \$20,000. The bequests of Mr. V. L. Bradford, of Philadelphia, consist of his valuable law library of more than 1,000 volumes, his splendid collection of paintings, the endowment of the Chair of Civil Law and Equity Jurisprudence, and the contingent endowment of the Chair of Constitutional and International Law. Several valuable scholarships are open for competition, and the alumni and friends of the institution propose to endow another. Changes in the course of study give the degree of A. B. as the result of the successful completion of any one of three courses of study, and the degree of A. M. as the result of the successful completion of either of two courses.

EDITORIAL PARAGRAPHS.

The article in our last issue entitled "The Teacher's Scrap-Book" should have been credited to the *New York School Journal*, instead of *The Educational Record*.

NATIONAL EDUCATIONAL ASSOCIATION.—The location of the next meeting is being considered by the officers of the National Educational Association. The place to be selected must have adequate railroad facilities, good hotel accommodations, sufficient room for the meetings of the eight departments, and a hall capable of seating at least 2,000 persons. Several places have extended invitations to the Association, but further suggestions are desirable, and should be addressed at an early date to the President, F. Louis Soldan, in St. Louis.

PROBLEM 1. A reader asks this question: "Why will any number composed of two full periods, each period containing the same figures arranged in the same order, be divisible by 7, 11, and 13?"

2. [Will some of our readers give a clear *arithmetical* Solution.—ED.] A and B bought 280 acres of land for \$630. A says to B, if you will let me run my line here I will give 75 cents more per acre than you. How many acres of land will each get, each spending the same amount of money? Prove it. W.

News and Notes.

—The office of the Louisiana Educational Society, Room No. 7, Imperial Building, New Orleans, La., will be the headquarters for educators visiting the "World's Exposition," to be held in that city this winter. Any information needed in reference to the Exposition will be promptly furnished by the Secretary of the Society, Rev. I. L. Leucht.

—To any one of our readers who will send to Miss F. Cassey, Oberlin, O., a specimen (small) of stone, or shells, or old coins, or anything suited for a cabinet collection, she proposes to send complete directions for making a plating-machine that will plate gold, silver, and nickel.

—The American Normal Institute, Flemington, N. J., Professor R. F. V. Pierce, President and Superintendent, has been established for the benefit of such teachers as are unable to take a regular course at a normal school. By systematic study five or six hours a week, directed through correspondence by the President, such teachers as avail themselves of its advantages secure in three years, at their homes and in the midst of their regular duties, a fair knowledge of the subjects taught in a normal school.

—The impression seems to be that the School Board of Manchester, Va., will shorten the school session to seven months.

—HAMPDEN SIDNEY COLLEGE.—The Rev. Richard McIlwaine, D. D., President Hampden Sidney College, states that the prospect is flattering for a large number of

pupils the ensuing session. There are already 107 students in attendance. An effort is on foot, with a certainty of success, to beautify the college grounds. The endowment now amounts to \$115,000. The college needs an additional professor and enlarged accommodations, especially for class-rooms, a reading-room, and society halls.

—RANDOLPH MACON COLLEGE.—This, the centennial year of Methodism in the United States, will be celebrated by the raising of a fund of \$2,000,000 as a thank offering, to be devoted to the cause of missions, church extension, and education. Randolph Macon hopes, in connection with the raising and distribution of this fund, to receive a liberal endowment. Already \$50,000 have been added to the endowment fund of \$20,000 through the energy of President Bennett and others. It is the oldest chartered college under the auspices of the Methodists of the United States. The Faculty has been increased by the election of Mr. R. M. Smith, Jr., M. A., to the chair of Greek and Oriental languages. Professor Smith has been prosecuting his studies in Germany for two years past, and will continue there another year before entering on the duties of his chair.

Book Notices.

THE DEVELOPMENT THEORY. A Brief Statement for General Readers. By JOSEPH Y. BERGEN, Jr., and FANNY D. BERGEN. Boston: Lee & Shepard, publishers. Price, \$1.25.

To those who desire to secure in plain, untechnical language a statement of the "doctrine of descent," or the "evolution hypothesis," this volume furnishes a valuable means. In general the statement of the argument is concise and clear. In a few passages, and one at least important, there is considerable obscurity, as if the train of reasoning was not distinct in the author's mind. From a multitude of illustrations, only a few well-chosen ones are taken. The spirit of the book may be judged from the following statement of the author's conclusions: "The value of the development theory to the biological sciences is two-fold: it has rendered unnecessary the childish supposition that each new animal or plant must have been conjured into existence by an invisible and unintelligible Power, and it has correlated the whole series of forms of life into a comprehensive record of progress."

For sale by J. W. Randolph & English.

CAPTAINS OF INDUSTRY; OR, MEN OF BUSINESS WHO DID SOMETHING BESIDES MAKING MONEY. A Book for Young Americans. By JAMES PARTON. Boston: Houghton, Mifflin & Co. 1884, Price, \$1.25.

The author has prepared, for the benefit especially of the young, a volume of entertaining sketches of men who have made names for themselves in the world's history and have been benefactors of the race in the face of opposition and hardship. The lessons inculcated are pure and helpful, and the style simple and pleasant.

For sale by West, Johnston & Co., 911 east Main street.

APPLETON'S SCHOOL READERS—Introductory Fourth Reader. By WILLIAM T. HARRIS, A. M., LL.D., and ANDREW J. RICKOFF, A. M. New York, Boston, and Chicago: D. Appleton & Co. 1884.

This book is designed to furnish suitable reading for pupils who have passed through the Third Reader and yet are too young or too immature to take up the

Fourth. It furnishes, also, an easier transition from the methods of the earlier readers, designed to make words familiar to the ear also familiar and significant to the eye, to the study of the forms of literary style. Its publication removes what has seemed to be a grave fault in an otherwise excellent series of Readers—a too rapid gradation.

A FIRST BOOK IN GEOLOGY. Designed for the Use of Beginners. By N. S. SHALER, S. D., Professor of Paleontology in Harvard University. Boston: Published by Ginn, Heath & Co. 1884. Mailing price, \$1.10.

The author in preparing a text-book designed to present the elementary facts of geology has begun with those geological agencies whose action is most easily appreciable, and has gradually passed on to those more complex in their nature and less easily understood. The facts of geology, and, so far as is known, their causes and effects, are stated in clear and simple language, readily understood by the student. The volume will form a valuable addition to elementary books on this subject and aid in popularizing the science. The volume closes with valuable directions to teachers for giving instruction on the subject.

Literary Notes.

—BATTLES AND LEADERS OF THE CIVIL WAR.—Under this title *The Century* will begin with the November number of the present year, and continue without intermission (if possible), a series of separate papers, the object of which is to set forth, in clear and graphic manner, the life and spirit of the most important of modern military conflicts—the War for the Union. The main portion of the scheme will be papers of a popular character on the great engagements of the war, by general officers high in command at the time, either upon the Union or the Confederate side. In many instances the contributor will be the officer of first command, and in every instance a participant in the engagement under consideration.

The illustrations of the scheme will receive the most careful attention, and in this particular it is thought that the series will possess an unequalled historical interest. *The Century* has at its disposal a very large quantity of maps and plans, portraits of general officers of both sides, authentic paintings and drawings, and especially photographs of camp scenes, battle-fields, famous localities, etc., etc., etc. The aim is to present, not official reports, but memoirs—no less authoritative (though, of necessity, less minute) in strategy and tactics, but laying more stress upon the human and heroic aspects of the great conflict.

—Prof. Ed. North, of Hamilton College, highly commends Bardeen's Rhetoric published by A. S. Barnes & Co., New York.

—The next number of the *North American Review* is to contain an elaborate defense of the Tariff system, prepared by leading advocates of protection.

—The Massachusetts W. C. T. U. have unanimously endorsed Dr. J. D. Steele's Hygienic Physiology.

—The penmanship specimens in Barnes New National Readers, now in press of A. S. Barnes & Co., show the marked tendency of the times in the direction of a simple chaste style of penmanship.

The Magazines.

ST. NICHOLAS for September.—Contents: Frontispiece, Gathering Autumn Leaves in the Mountains; The Little Quaker Sinner, Poem; The Daisies of Daleydown, first half, three illustrations; An Ocean Notion, Verses; The Queen's Museum, Frank R. Stockton, four illustrations; A Smart Boy, Jingle, illustrated; The Bird Matinee; Say? Jingle; Swordsmen of the Deep; Poor Robinson Crusoe, Jingle; Living Cameos and Bas-Reliefs; Benny's Horse; The Little Brother, picture; Boys, Verses; Little Girl with the Shell, Picture; Daisy's Jewel-Box, Ninth Spinning-Wheel Story, Louisa M. Alcott; Historic Boys, Brian of Munster, the Boy Chieftain; Fraulein Mina Smidt goes to School, Charles Barnard, Nine illustrations; The Playmate Hours, Poem; A Story of a Tree-Frog; A Summer Wolf, Picture; Farmer Nick's Scarecrow, Verses; Marvin and his Boy Hunters, two illustrations, by W. L. Sheppard; A Floral Letter, Verses; For Very Little Folk; Little Berne; The St. Nicholas Almanac, illustrated by Jessie McDermott; Jack-in-the Pulpit, illustrated; The Letter-Box: Agassiz Association; The Riddle-Box, illustrated.

LIPPINCOTT'S MAGAZINE for September.—Contents: Personal Reminiscences of Charles Reade, Second Paper, by John Coleman; Not His Deliberate Choice, a Story; Gossip from the English Lakes; The American of the Future; Bohemian Antipodes; At the Maison Dobbe, a Story; A Summer Trip to Alaska, by James A. Harrison; Delacroix and Shakespeare; also a continuation of the charming serial story, A Week in Killarney, by the author of Molly Bawn, Phyllis, etc., and several chapters of Mary Agnes Tincker's serial, Aurora, with frontispiece illustration, together with other short stories, poems, and articles of interest upon current topics.

EDUCATION for September-October.—Contents: Reform of the Tenure of Office of Teachers, J. D. Philbrick, LL. D.; Education in Michigan during the Territorial Period, Lucy M. Salmon; Principles and Practice of Education as a subject for the Art Course in the Colleges, Ed. M. Saunders, D. D.; Humane Culture and Education among the Romans, a translation by members of the German Class in the Michigan State Normal School; Modern Languages as a College Discipline, A. M. Elliott, Johns Hopkins University; The Laws of Thought, E. Edith Walker; Our Most Pressing Need, Horace H. Morgan; Treatise on Psychology, Louisa P. Hopkins; Citizenship and Education, J. L. M. Curry, DD., LL., D.; The Study of English, Eugene Bouton, Ph D.; The Relative Position of French and English Teachers, William Solesman; Editorial—Nathaniel Hawthorne; Foreign Notes.

THE AMERICAN NATURALIST for September.—Contents: Notes on a Nevada Shell; Aspects of the Body in Vertebrate and Anthropoda, illustrated, A. S. Packard; the Northernmost inhabitants on the Earth—an Ethnographic sketch, illustrated; Opinions upon Clay, Stones and Concretions; The Condylarthra, Con., illustrated, E. D. Cope; Editors' Table; Recent Literature: General Notes—Geography and Travels, Geology and Palaeontology, Mineralogy, Botany, Entomology, Zoology, Physiology, Psychology, Anthropology, Microscopy, and Histology; Scientific News.

OUR LITTLE ONES AND THE NURSERY for September.—Fully up to its usual high standard—has been received.

THE ATLANTIC MONTHLY for September.—Contents: In War Time—XVII, XVIII, S. Weir Mitchell; Medieval and Modern Punishment, E. P. Evans; Silence, Julia C. R. Dorr; Old Salem Shops, Eleanor Putnam; the Anatomizing of William Shakespeare—IV, Richard Grant White; Under the Maples, Mary Treat; A Legend of Inverawe, C. F. Gordon Cumming; The Piping Shepherd, Katharine Pyle; Wolfe on the Plains of Abraham, Francis Parkman; The Lake of Upper Italy, I; The Story of the English Magazines, Charles E. Pascoe; The De-potism of Party, Herbert Tuttle; The Volcanic Eruption of Krakatoa; R. W. Sturdy; Elizabeth, Lucy Larcom; Not Mute, but Inglorious, Julie K. Wetherill; To —, Paul H. Hayne; A Literary Curiosity; Recent Fiction; A Bibliographical Rarity; The Contributors' Club; Books of the Month.

POPULAR SCIENCE MONTHLY.—Contents for September: Scientific Culture—Its Spirit, its Aim, and its Methods; The Upper Missouri River System, illustrated; Aims of the study of Anthropology; Where and How we Remember, illustrated; The Astronomy of Primitive Peoples; Sorghum as a Source of Sugar; The Chemistry of Cookery; Hygiene for Smokers; How the Dodder became a Parasite; Sun Kinks; National Health and Work; The Morality of Happiness; The Problem of Population; Protection against Lightning, I; Chinese Coroners' Inquests; Sketch of Prof. J. P. Lealle, with Portrait; Correspondence; Editor's Table: Meeting of the American Scientific Association—The British Association—International Science—the College Fetch once more—A Correction; Literary Notices; Popular Miscellany; Notes.

THE SEPTEMBER CENTURY.—In its contents the September Century aims to rival the August Midsummer Holiday Number in entertaining summer reading, as well as in articles of unusual importance. Pictorially, it is also of a popular character. In the frontispiece Mrs. Mary Halluck Foote has given a refined interpretation of Pancha, the heroine of a romantic story of Monterey, which T. A. Janvier contributes to the number. The other short story of the number is a humorous dialect story of Southern life, called The Brief Embarrassment of Mr. Iversen Blount, by Richard M. Johnston, the author of Dukeborough Tales. Charles G. Leland's Legends of the Passamaquoddy Indians, with illustrations drawn on birch bark by a Quadi Indian, has the interest of fiction as well as a value to students of folk lore. Henry James's two part story, A New England Winter, is concluded, and Hjalmar H. Boyesen's longer novelette, A Problematic Character, is continued. Mr. Cable's novel, Dr. Serryer, approaches the conclusion, which will be printed in the October number. An essay of extraordinary importance to political science in this country is Joseph Edgar Chamberlain's analysis of the Foreign Elements in our Population, with interesting conclusions as to the foreign character of the population of certain sections of the country now and in the near future.

THE AMERICAN ANTIQUARIAN for September.—Contents: Lectures on Polytheism—Hindoo Mythology; Dates in the Ancient History of South America; Marvellous Cures at Epidaurus; The Hill Tribes of India; Ancient Earthworks in Rock County, Wis; Emblematic Mounds, S. D. Peet; Correspondence; Editorial Notes; Notes on Classical Archaeology; Notes from Oriental Periodicals; Book Reviews; New Publications.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

STATE NORMAL SCHOOL OF VIRGINIA.—The Extra Session of the Legislature amended the section of the law establishing the above named institution so as to remove the feature that has been declared unconstitutional by the courts, and thus enabled the Board of Trustees to draw the \$10,000 annuity out of the general treasury of the State, whence it should have been at first taken, instead of from the school fund, as the original bill provided; for, as much as we need Normal schools, we cannot afford to have them at the expense of our public primary schools, and, of course, if the \$10,000 per annum could have been taken from the free school fund, as the original act provided, the schools would have been ratably shortened that much, to say nothing about the precedent: for, of course, if it was right to take \$10,000, it was equally as constitutional to take \$20,000, \$40,000 or even \$100,000. We think our public free school system has escaped a great peril by the construction put upon the constitution by the Court of Appeals. We want Normal schools, and to make our system of public schools complete, we must have them; but we want them generously supported as is the University of Virginia, which received last winter \$40,000; the Virginia Military Institute, which received \$30,000, and the Virginia Normal and Collegiate Institute, which received \$20,000—all out of the public treasury. For, certainly, if Virginia can afford—and *she can*—to give to her sons a chance to prepare for the learned professions, and to develop the arts of war, she ought to be able to, and should foster the institutions which will return ten fold on the investment. For the Normal graduate, unlike all other students, beneficiaries of the State, is required to teach at least two years in the public free schools, thus rendering to the State, in efficient work, more than an equivalent for the benefits bestowed. We are not discouraged; for, whilst the amount given by the last Legislature to establish the State Normal School at Farmville is meagre and totally inadequate to the work in hand, still it is a *start*, and if the school succeeds, as we feel certain it will, popular opinion and pressing needs will induce future legislatures to give to Normal schools the support they merit. The Board of

Trustees met a short time ago and determined to open the school for students the 30th of October, and declared its intention to conduct the same in strict harmony with the public school system of the State, recognizing it as an integral part of that system; and, for the present, requested County and City Superintendents to recommend suitable candidates to fill up the quota to which their respective jurisdictions may be entitled.

Hon. W. H. Ruffner has prepared a circular for general information, setting forth the aims and purposes of the institution and the course of studies determined upon, which, in connection with instructions to Superintendents, we have issued as Circular No. 383, and caused it to be sent to all school officers and county officials. The circular is printed on page 369 of this journal. We hope that all will read it carefully, and that each and every one will assist the Superintendents in forwarding to the school suitable students. Dr. Ruffner has secured reduced rates for all who may attend the school over the N. & W. R. R. and S. V. R. R., and arrangements will be made by which candidates who are recommended by the Superintendents can travel on the said roads at the rate of two cents per mile.

We have endeavored to impress upon all, especially county and city Superintendents and other school officers, the great importance of acting promptly in selecting students. The matter is left entirely to Superintendents, and we expect them, with the assistance of the trustees, to exert themselves to select as students the very brightest minds in their sections; for, of course, its real success after organization depends upon the class of material that may be subjected to its discipline and drill.

Remember this school is an experiment to the extent of being new to Virginia. The principles upon which it is founded are as old as the hills, and as honorable as they are old. Hon. W. H. Ruffner, the principal, has a national reputation, and has thrown himself heart and soul into the work. He has selected as his first assistant a lady who has spent over fifteen years in the leading Normal Schools of the country, and who is recognized as an expert in her particular line. The other assistants are to be selected by the Board of Trustees, which meets the 15th of October; and we hazard nothing when we say that every member of the corps will be a thorough Normal School instructor, qualified to give the best instructions in his or her department, to make those who are so fortunate as to be students, realize that school teaching is a high and honorable profession. Read Dr. Ruffner's circular carefully, and go to work to

get the students there in time. Let every city and county in the State be represented.

PEABODY SCHOLARSHIPS.—We give below the names of the successful candidates for Peabody scholarships and are gratified to state that, whilst some who received scholarships did not stand as good an examination as was expected, in the main the examinations were a great improvement over those of the preceding years, but none of them were perfect. We desire to urge upon the ladies and gentlemen, who have been so fortunate as to obtain the Peabody scholarships, the importance of doing their duty, and first we desire to say, without any intention of being rude or harsh, that we hope they will be *honest*.

Each applicant was made fully aware of the conditions of the award of these scholarships as we sent to all the circular of Hon. J. L. M. Curry, the agent of the Peabody Education Fund, in which it is emphatically stated that applicants must “declare their intention to make teaching a profession and promise to teach two years at least in the public schools.”

In the same circular is embodied the circular of Professor Eben S. Stearns, the president of the college, specifically setting forth the requirements for obtaining and holding the scholarships, among which the applicant is required to “declare his intention to make teaching a profession, must give a pledge to remain at the college two years, if the scholarship is continued so long, promise to submit cheerfully to all its requirements in study, discipline, &c., and to teach in the public schools of his or her *own State*, at least two years.”

It has been our constant aim to impress upon all who applied for examination the *intention* of a Peabody Scholarship. It is not to educate doctors, lawyers, or ministers, nor is it to *exclusively* fit students for the duties of life, but purely and simply to educate teachers, and any one who accepts a scholarship enters into an agreement to make teaching a profession or to teach at least two years in the public free schools of the State on whose account the scholarship is awarded.

It is not our purpose at this time, to name the parties we refer to, but we have in our mind, a lady who competed for, and obtained a scholarship, gave the required pledge, stood high as a student, and perhaps graduated with honors. We were looking forward to her advent as a teacher in our public schools with great pleasure, but information came to us much to our surprise, that she had gone to Texas.

But the ladies are not by themselves in this respect, *strong* men under one pretext or another, have satisfied their consciences and have not fulfilled their agreements.

There is no time fixed when this requirement to teach in the public school shall be complied with, and we still hope that these recalcitrant Peabody beneficiaries may yet make good their agreements.

We have adverted to this matter here in order that the present class may understand that we do not consider the agreement they enter into to obtain a Peabody Scholarship, a mere *form*, but a solemn obligation, more binding than usually entered into, because by failure to keep it the party not only deprives the State of one of its means of obtaining trained teachers, but prevents those who would be teachers from securing the benefits of a professional education.

We shall watch the Virginia students this year with more than usual interest, and trust that each one of them may prove a blessing to the State.

At the Wytheville examination, conducted by Professor W. B. McGilvray, the following were awarded scholarships :

W. D. Payne, of Giles county.

Miss J. Phandora Simpson, of Montgomery county.

Brownlow Light, of Floyd county.

At the Harrisonburg examination, conducted by Rev. A. P. Funkhouser, the following were awarded scholarships:

C. G. Maphis, of Shenandoah county.

Miss Helen Malcolm, of Fauquier county.

Miss Nina Chandler, of Alexandria.

T. H. Campbell, of Essex.

An examination was held at Lynchburg, conducted by E. C. Glass, acting Superintendent Schools, and R. A. Hamlett, Superintendent Campbell county, and Miss Minnie L. Tanner was awarded a scholarship.

It will be seen that eight scholarships in all have thus far been awarded, as follows, given in the order of their standing:

1. Miss Minnie L. Tanner.
2. Charles G. Maphis.
3. Miss Helen Malcolm.
4. Miss Nina Chandler.
5. W. D. Payne.
6. T. H. Campbell.

7. Miss J. Phandora Simpson.

8. Brownlow Light.

There are two vacancies, which we hope to fill from a special examination which has been directed to be held at Marion on October 4th.

FIRST VIRGINIA READING ASSOCIATION.—Several months ago Professor F. V. N. Painter, of Roanoke College, who has given much study to pedagogics in this and other countries, and feels a deep interest in the advancement and elevation of the teacher's profession, called attention in this journal to the importance of organizing in Virginia a Teachers' Reading Association. At his request we undertook the initiatory work, and at all our Institutes last summer urged upon the teachers the great importance of forming these associations, and took the liberty of suggesting that committees be appointed to work up the organizations. The Association formed at Wytheville adopted the title which heads this article, and very justly and appropriately elected Professor Painter as its president, who gives, in the circular appended, the names of the officers and states the purposes of the Association. We trust it will require no urging to induce every teacher within the jurisdiction of the Association to become a member. Remember it means business: every member is expected to *study* the course prescribed, and to become thoroughly conversant with the subjects therein presented. The course will consist, in the main, of standard works on educational subjects which are intended to give the teacher reliable knowledge of the profession he is following.

It is surprising how little attention is paid to school literature by a large majority of our teachers, who seem very willing to live up to the theory that "teachers are born," and do not make the slightest effort to retain, much less to improve their *talent*. The formation of reading associations is a prime necessity; many teachers would read works on their profession, but do not know how or where to obtain them. Other again do not know what books are desirable, and there are some who do not read, because they cannot see any immediate results. Now these associations will meet all such cases: First, a uniform course of reading is prescribed—this concentrates effort; second, the books are selected, which prevents confusion; third, arrangements are made by the officers of the associations so that the books prescribed can be readily obtained at greatly reduced

rates ; fourth, by the periodical examination questions sent out by the secretary, the minds of the readers are refreshed and all can see immediate results. We would urge upon school officers, and especially Superintendents, to become active members of these associations ; for, it is just as important for them to keep thoroughly posted on all the improved methods of teaching as it is for the teacher.

We hope that all will read President Painter's circular and go to work to build up the Association. Remember sympathy is good but help is better. Send in your name with the fee as he suggests.

We have not heard from the Harrisonburg Association further than to learn that one was organized. Professor Painter, in his circular, seems desirous not to encroach upon its territory, which is well, but still we presume a teacher can belong to either or both, if desired. whether residing in or out of their respective jurisdictions.

CIRCULAR OF PROFESSOR F. V. N. PAINTER.—On the 12th of August, 1884, at the Normal Institute held in Wytheville, a Teachers' Reading Association was formed for the purpose of pursuing a course of professional reading. The following officers were elected:

President—Professor F. V. N. Painter, Roanoke College, Salem, Va.

First Vice-President—Rev. J. B. Greever, Rural Male and Female Seminary, Rural Retreat, Va.

Second Vice-President—Superintendent A. G. Pendleton, Marion, Va.

Secretary—Mr. Robert Snavelly, Wytheville, Va.

Treasurer—Superintendent M. D. Obenshain, Blue Ridge, Va.

The basis of organization is as follows:

1. This body shall be known as the First Virginia Teachers' Reading Association.
2. The object of the Association shall be to pursue a course of educational reading.
3. The officers shall be a President, two Vice-Presidents, a Secretary, and a Treasurer, to be elected annually by ballot.
4. All white persons in Virginia engaged in educational work may become members of this Association by authorizing the Secretary to enroll their names and the payment of the annual fee.
5. The annual fee shall be fifty cents.

6. The course of reading shall extend through two years, and consist of standard works on educational subjects.

7. The course of reading shall be prescribed by a committee of three, to be elected biennially.

8. Examination questions in the books read shall be sent semi-annually to the members of the Association, to be answered and returned to the Secretary, who shall keep a record of the standing of each member as determined by the officers.

9. After the completion of the course, the officers shall award a certificate to each member who has maintained throughout a creditable standing.

10. After the expiration of two years, a more extended course of reading may be prescribed for those holding certificates.

The committee on course of reading is as follows :

Hon. R. R. Farr, Superintendent of Public Instruction.

Hon. J. L. M. Curry, L.L. D., agent of the Peabody Education Fund.

Prof. W. B. McGilvray.

The teachers within the territory of this Association (Southside and Southwestern Virginia), are cordially solicited to become members of the organization. The course of reading which will embrace not less than four volumes annually, will be commenced the 1st of November.

By special arrangement with publishers, the books of the course will be furnished at about one-half the retail price. The advantages of the Association are obvious. Through standard educational literature supplied at small cost, the members will be made to feel a new interest in their calling : they will be made more efficient in their work by the adoption of improved methods, and they will be elevated to a higher rank as teachers by a clearer apprehension of the underlying principles of their vocation.

Send the annual fee at once to the Secretary, Mr. Robert Snively, Wytheville, Va., who will forward the course of reading for the coming year, with directions for procuring books.

F. V. N. PAINTER, *President.*

STATE NORMAL SCHOOL AT FARMVILLE.—Superintendents will please use every means in their power to secure suitable students to represent their respective jurisdictions in this institution. All neces-

sary papers have been sent, and there ought not to be any delay. Examine Form 386 and its supplement, 387, *closely*. Read the caption to the supplement, and be governed by its requirements. Enter upon Form 386 the names of *every* applicant *examined*, and fill up each column of information in regard to said candidates in full.

You must examine all who apply, and if one sheet is not sufficient to hold the names, use more, and be careful to report all you examine to Hon. W. H. Ruffner, principal, as directed by the forms and circulars. In your examination be governed by Circular 385. If you should be so unfortunate as not to find a student, still make your report on form 386, as required by Circular No. 388. We want a report from every county and city, and it is just as important for those to report who do not send students prior to the opening of the school as it is for those who do.

WANTED.—Mrs. E. F. Riggs, “who for the past six years has been teaching as principal of graded schools in Maryland,” would be glad to obtain a position in this State. Her certificate as teacher in the above State, which we have examined, shows that she passed a No. 1 examination. Her address is Vienna, Fairfax county, Va.

VIRGINIA NORMAL AND COLLEGIATE INSTITUTE.—This Institution opened the 15th instant with a very fair enrolment of students. Professor James Storum, with the same assistants as last year, is in charge of the Normal department.

The Collegiate department proper has not been organized, but as soon as needed it will be. This Institution affords a remarkable opportunity to the young colored people of the State to obtain a first-class education at very small expense.

Tuition is free to all students from the State who expect to make teaching a profession; all other expenses need not exceed seven dollars per month.

It is hoped that Superintendents and trustees will bring this matter to the attention of the colored people and use their influence to induce students to attend. The work done by this Institution last year was very creditable, and many of those who attended are now employed as public school teachers and are doing work in the schools. As we all recognize the great need of more good colored teachers in our colored schools, it is to the interest of Superintendents to see that their counties are well represented.

SCHOOL LAW OF VIRGINIA.

(Continued from page 360.)

45. To administer oaths and take testimony in all matters relating to public schools whenever required, in cases pending or to come before himself or before the Superintendent of Public Instruction, or before the Board of Education; and also to administer the oath of office to district school trustees when called upon so to do.

46. To keep in a bound volume a record of his own official acts, and to file methodically all official papers.

47. To require from clerks of boards of district school trustees detailed reports annually, and oftener, if necessary, of the statistics touching the public free schools of their respective districts, as the said county superintendent shall prescribe.

48. To observe such directions and regulations as the Superintendent of Public Instruction may from time to time prescribe; to make special reports to that officer whenever required, and on or before the tenth day of September, annually, to make to him a report for the year ending the thirty-first day of July preceding, in such form and containing all such particulars as shall be prescribed and called for; and until such annual report shall have been received at the office of the Superintendent of public Instruction, the county superintendent shall not draw his last instalment of pay from the State treasury. A brief abstract of the said annual report, unless the Superintendent of Public Instruction shall direct otherwise, shall be furnished to every newspaper published in the county.

DISTRICT SCHOOL TRUSTEES APPOINTED BY BOARD OF SCHOOL COMMISSIONERS.

49. The general assembly shall, during the sessions of eighteen hundred and eighty-three-four, and every four years thereafter, proceed to elect three citizens of each county in this commonwealth, to be known as the county board of school commissioners, the members of said board to go into office on the first day of April succeeding their election, having first taken and subscribed the usual oath of office, and to hold their offices for the term of four years, or until their successors are duly elected and qualified.

50. The said board shall elect one of their number chairman and another secretary; and any two shall constitute a quorum for the transaction of business: and any vacancy occurring in any of the said county school electoral boards, during the recess of the legislature, shall be filled by appointment of the judge of the circuit court of the county in which such vacancy may occur; said appointee to hold office until thirty days after the next meeting of the general assembly.

51. The general assembly may elect said county school electoral boards in a joint resolution for that purpose, embracing all the counties of the commonwealth.

52. All vacancies existing or occurring in district boards of school trustees shall be filled by said county school electoral boards: provided that no person who is unable to read and write shall be appointed a school trustee: and provided further, that nothing in this act shall be construed as giving authority or power to said electoral board to interfere in any way with the appointment, as heretofore, of school trustees

by municipal councils, or to disturb in any way the present law bearing on the action of said municipal councils in the premises.

53. The said school trustee electoral boards shall have power, and it shall be their duty, to declare vacant and to proceed to fill the office of trustee in their respective counties who fails to qualify and to deliver to the clerk of the board his official oath, in the usual form, within thirty days after he has been notified of his appointment; which notification shall be promptly given by the clerk. The board shall also vacate the office of any and every trustee who fails to discharge the duties of his office according to law.

54. Any member of said board may call a meeting by notifying the other two. All proceedings shall be recorded in a bound volume; and such record-book and stationery as may be necessary shall be paid for from the county-school fund: provided the cost of the same shall not exceed five dollars in any one year. It shall also be the duty of the clerk of said board to furnish the board of education with a list of school trustees and such other information as may be called for.

55. The clerk shall convene the said electoral board promptly when unexpected vacancies occur, and also at least thirty days before the expiration of regular terms of office, so that district boards may be kept full and no members be left to hold over unnecessarily.

56. All acts and parts of acts inconsistent herewith are hereby repealed.

Who eligible as district school trustees; their exemptions; Boards, how organized.

57. No supervisor or county treasurer shall be chosen or be allowed to act as district school trustee.

58. Every school trustee shall, at the time of his appointment, be a resident of the school district for which he is appointed; and if he shall cease to be a resident thereof his office shall be deemed vacant, and a successor shall be appointed.

59. Every school trustee shall be exempt from serving on juries, and from militia service in time of peace.

60. Each board of school trustees shall hold its first meeting at the call of the county superintendent of schools, two members constituting a quorum; and at this meeting, one of the members shall be appointed chairman and another clerk.

Duties of the board of trustees; estimate of funds for the scholastic year; care and control of school property; annual report; visitation of schools.

61. The duties of boards of school trustees shall be in general as follows, subject to be defined more particularly by the Board of Education and in other parts of this act, to wit:

62. To explain and enforce the school laws and regulations, and themselves to observe the same.

63. To employ teachers, and to dismiss them when delinquent, inefficient, or in any wise unworthy of the position.

64. To suspend or dismiss pupils when the prosperity and efficiency of the schools make it necessary.

65. To decide what children, wishing to enter the schools of the district, are entitled, by reason of the poverty of their parents or guardians, to receive text-books free of charge, and to provide for supplying them accordingly.

66. To see that the census of children, required by section twenty-eight of this act, is taken in the proper time and in proper manner.

67. To hold regular meetings at fixed periods, to be prescribed by the Board of Education, and special meetings, when called by the chairman or by any two members.

68. To call meetings of the people of the district for consultation in regard to the school interests thereof, at which meetings the chairman or some other member of the board shall preside, if present.

69. Within thirty days from the passage of this act, and on or before the 15th day of November* in each year, to prepare and return to the president of the county school board, to be by him laid before said board at its earliest meeting, an estimate of the amount of money which will be needed in the district during the next scholastic year, for providing school-houses, school books for indigent children, and other school appliances, and necessary, proper and lawful expenses.

70. To take care of, manage and control the school property of the district.

71. To report on any special matter when required by the county superintendent of schools, and to report to him annually, on or before August 15th, down to the first day of that month, on all subjects indicated in the blank forms supplied for the purpose, and until that report shall be delivered, the clerk shall not be allowed to draw his last instalment of pay for his services.

72. To visit the public free schools within the district from time to time, and to take care that they are conducted according to law, and with the utmost efficiency.

Of school districts; to be numbered and incorporated; corporate powers; boundaries; separate districts in town; trustees for towns; how appointed.

73. School districts shall be numbered, or named, in the several townships, by the county superintendent of schools, and shall be duly reported to the Superintendent of Public Instruction, and recorded in his office and also in that of the clerk of the county court.

74. Each district shall be a body corporate, and shall be designated as school district No. , in magisterial district, in the county of , by which name it may sue and be sued, contract and be contracted with, and take, hold, and convey property.

75. The districts shall correspond in boundaries with the magisterial districts, except where modified in the creation of sub-districts as provided for in section 77 of this compilation; and excepting further that incorporated towns of more than five hundred and less than five thousand inhabitants shall, if the council of such town so elect, constitute a separate school district; and such council shall have the power to appoint three school trustees, to serve one, two and three years, respectively; and annually thereafter it shall appoint a school trustee for said district, to serve for three years.

*This is inconsistent with the object of section 74, page 235, Acts 1876-77, which requires the county school board to act in this matter before "the first Wednesday in November." The district boards should therefore see that their estimates are returned to the president of the county school board before the meeting of the county board.

SCHOOL TRUSTEES AUTHORIZED TO BORROW MONEY.

County treasurer to reserve from township levy amount to pay loan.

76. The school trustees of any township that has levied a tax for putting public schools into operation may borrow an amount of money not exceeding fifty per centum of such levy, at a rate of interest not exceeding that allowed by law, and for a period not exceeding six months.

77. Any board of school trustees who shall borrow money under the provisions of this act shall notify the county treasurer of their county of the amount of such loan, when due, and the rate of interest, and such treasurer shall reserve from such township levy a sufficient amount to satisfy such loan and pay the same when due.

DUTIES OF THE CLERK OF THE DISTRICT SCHOOL BOARD.

To take school census every five years; to keep a record of his official acts; his pay.

78. It shall be the duty of the clerk of the district school board, during the month of June or July, eighteen hundred and seventy-five, and every five years thereafter, to take a census of all persons residing within the school district between the ages of five and twenty-one years, and to gather statistics relating to the interests of education in the district, according to forms furnished from the office of the Superintendent of Public Instruction. The lists thus prepared shall be submitted for careful revision to the district school board, as soon as may be after their completion, and shall at all times be open to the inspection of any citizen. They shall also be submitted, along with the other papers of the district, to the county board, at its annual meeting, and shall be immediately thereafter delivered to the county or city superintendent of schools. For this service the clerk shall receive out of the district school funds a compensation therefor, at the rate of three dollars per hundred for the children listed by him, subject to abatement or fine by the district board on the discovery before or after the settlement of the account of errors or omissions in the list, as provided in section forty of this act. All errors in the list shall be rectified by the clerk without extra compensation. It shall be the duty of the county superintendent to exercise special care in securing a prompt and accurate discharge of this duty by the district clerks. The duty of taking the census of the school population shall be discharged by no other person.

79. The clerk shall keep in a bound volume a record of the proceedings of the board, and in another book a cash account and a record of his own official acts, and shall keep on file vouchers, contracts, and other official papers; all of which shall be open to the inspection of the county superintendent of schools, and of every citizen of the district, and shall be subject to such periodical examinations as shall be prescribed by the Board of Education.

80. The clerk shall discharge such other duties in connection with the school business of the district as may be required of him, and for his services he may be allowed, out of the district funds, not exceeding two dollars a day for every day of service rendered: provided, that the whole amount received by him for any one year shall not be greater than at the rate of two dollars for each public free school conducted according to law in his district within that year.

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VOL. VII.]

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National School Supply Bureau.

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THE Educational Journal of Virginia.

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What is Teaching?

Jacotot claimed that "to teach is to cause to learn." Professor Hart improved on this definition by claiming that "teaching is causing another to know." Probably no more simple or accurate definitions than these two have ever been suggested. They certainly indicate the essence of true teaching. Teaching involves the idea of knowledge obtained by a process. One may, indeed, teach himself, may be his own teacher, through reaching out after knowledge by an intelligently directed effort; but no one can teach—and to that extent be a teacher of—either himself or another, without the obtaining of knowledge by the person taught. *Teaching*, in fact, includes the idea of *learning*, not as its correlative term, but as one of its constituent parts. There really can be no such thing as teaching without learning; the process of learning must accompany the process of teaching and must keep pace with it. Just to the extent of the learning on the one part, is there the teaching on the other part. If the learning process halts, so halts the teaching process. If the learning process ends, the teaching process has ended.

Originally, in our English language, as in accordance with the analogy of other European languages, the word "learn" was used in the two-fold sense of teaching and learning; one could learn by himself, or he could learn another—could cause another to learn. Thus, the poet Drayton makes a royal guide tell of the instructed king:

"Who, till I learned him, had not known his might."

And Shakespeare's queen, in *Cymbeline*, asks of her court physician:

..... "Have I not been
Thy pupil long? Hast thou not learned me how
To make perfumes? distil? preserve?"

In the natural progress of language, there came to be a subdivision of the two-fold idea of the word "learn;" and the distinction between the objective and the subjective phases of the learning process was

indicated by the use of the term "teaching" for the one, and "learning" for the other. Now, therefore, "teaching" is that part of the two-fold learning process by which knowledge which is yet outside of the learner's mind is directed toward that mind; and "learning" is that part of the same two-fold process by which the knowledge taught is made the learner's own. Still, as before, however, there can be no teacher where there is not a learner; although, on the other hand, there may be a learner where there is no one else than himself to be his teacher. If this truth be borne clearly in mind, there is a decided gain in the verbal distinction of the two component parts of the learning process, as made by our modern use of the words "teaching" and "learning;" but if this distinction should lead us to suppose that there *can* be any teaching, where there is no corresponding learning, that it is possible, in fact, for one to teach while no one learns; then indeed it would be far better for us to go back to the old terminology, and to insist in very phrase that no one is taught until he has learned, and that no one teaches another until the other learns; that, in short, teaching another is ever and always learning another, causing another to learn. * * * *

It is the causing another to know that which we know, and which he does not; that which we want him to know, and which we seek to have him know—which is "teaching" in its technical sense; teaching in the sense in which we use the term, when we say that we have been teaching a particular lesson to a particular scholar or class. In this sense, "teaching" obviously involves the three-fold idea of a teacher, a lesson, and a learner; it involves knowledge on the teacher's part, and, at the start, the lack of it on the part of the scholar; also, an actual transfer of that knowledge from the teacher's mind to the scholar's, before the teaching process is concluded. Hence, to say that you have "taught a lesson," includes the idea that some one has learned that lesson; for unless there is learning by a learner there can be no teaching by a teacher; and until the teacher has caused a learner to know a lesson or a truth, the teacher has only been trying to teach—so far without success.

Intelligent, purposeful teaching includes the idea of two persons, both of them active. Nor is it enough that there be two persons, both of them active; both active over the same lesson. *This* may be secured by hearing a recitation, and commenting on it; but that is not, necessarily, teaching. The scholar, in such a case, may be merely exercising his memory, reciting what he has memorized verbally without understanding a word of it; he learns nothing; he is

not taught anything; he is not caused to know a single fact or truth, by his teacher's hearing him recite; nor does he learn anything by his teacher's wisest comment, if he pays no attention to that comment, or if he is unable to understand it. "Teaching," as causing another to know, includes the mutual effort of two persons to the same end. The teacher must endeavor to cause the pupil to learn a particular fact or truth which he wants him to know; the learner must endeavor to learn that particular fact or truth. Until the two are at this common work, the process of teaching has not begun: until the learner has learned, the teacher has not taught.—*Teaching and Teachers.*

The Two Practical Results of School Education.

By E. E. WHITE, LL. D.

The most practical result of school education is not knowledge, but *mental power*. A knowledge of the facts which relate to a given calling is very important; but better than this is that intellectual power—acumen, grasp, poise, inspiration—that can change the dead facts of knowledge into the living reality of human action. Knowledge, to be of practical value for guidance, must be applied by an intelligent mind. Thought is the lucky winner of success in all the labor and conflict of life. I have often said that if my memory were a tablet, and, with a sponge, I should erase every fact that I learned in school and college, I should not be very poor; but were I to lose the intellectual power gained by the mastery of these facts, so many of which have been forgotten, *I should be poor indeed*. The physical sciences are properly regarded as practical studies, but the most practical result of such study in school is not a knowledge of the facts, but the power and habit of scientific thought and investigation secured by their mastery. The scientific facts and principles which a common artisan will ever consciously use in his trade can be printed on the fly-leaf of a text-book in science, but he will find the power of scientific thought of daily application and utility. Thirty years ago I handed diplomas to the first class that formally graduated from the Central High School of Cleveland. I am sure that the eight members of that one class have contributed more to the present wealth of that city than the cost of its entire school system during their connection with the High School. One of the young ladies of that class is the wife of one of the wealthiest men in the country—a man who has

contributed largely to the material prosperity of Cleveland, more largely, probably, than any other citizen. Another young lady greatly assisted in the devising and adoption of those improved methods of primary teaching for which the Cleveland schools early received so much merited commendation.

Not the chief end of school education is to prepare pupils for the business of life. The getting of a living implies that this is only a means to a higher end. Living is not the end of life. The graduate of the high school is to be the head and guide of a family, a member of society, a citizen of the State, a subject of Divine government, and out of these relations will flow duties and obligations of the highest practical importance. The one comprehensive end of education is to prepare man *to live completely*, and hence the highest function of the teacher is not to train an artisan, but *to make a man*. Manhood is the supreme test of the school, and the chief element in manhood is character. As a result of school-training, character is much more important than culture. What man most needs is not better leeks and onions, but deliverance from this Egypt of animal dominion—a passage-way through the Red Sea that he may escape from this worse than Egyptian bondage of appetite and lust, to a Canaan of manhood and light; and in this final exodus of the race the teacher, under God, must be its Moses.

There are two extreme views on the moral training in the public school. The one asserts that moral training in the school must be completely divorced from religion, and that such divorcement is consistent with the most effective moral instruction. The other holds that technical or formal religious instruction must be made the basis of all moral training, and that the absence of such instruction in a school renders its moral training ineffective. It has long seemed to me that the truth lies between these two extremes. I have little confidence in the efficacy of any system of moral training that may properly be characterized as Godless; and, on the other hand, what is needed to give efficacy to moral training *in school* is not formal religious instruction, but religious influence—the enforcing of the authority of the conscience by religious motives and sanctions. When a witness appears in court to give testimony, he is not *instructed* in religious doctrines, but the oath administered appeals to the Supreme Source of authority, to the Omniscient Searcher of hearts, to quicken and enforce the authority of conscience. A like use of the authority and sanction of religion is needed to quicken the conscience of the young and make it regal in the life. It may be possible for the courts to

dispense with the religious oath, but it never will be practicable to dispense with religious sanctions in the moral training of youth.

Every moral code that commands and secures obedience among men derives its highest and most restraining authority from religion, and this is as true in Pagan as in Christian countries. Back of the "Thou must not" of the conscience, must be heard the "*Thou shalt not*" of the Lord. Make right and wrong rest solely on human authority, and the restraining power of conscience is sadly weakened. Virtue may soon become mere self-restraint, temperance, moral cowardice, and theft the secret redistribution of wrong accumulations. What is needed in the moral training of the young is the making of the conscience regal by the proper use of the sanctions and authority of religion. To this end a Christian teacher is better than the catechism, and a reverent recognition of Divine authority is better than Scripture exegesis. There is a practical mean in the public school between Godless moral training and technical religious instruction. The American teacher is showing that vital religious *influence* is more essential in moral training than formal religious *instruction*.—*The American Teacher*.

Incentives in the School.

Diligence in study and good order in school instruction and management must be attained by an appeal to motives which quicken the child's sense of right and duty, and develop his moral nature. It is easy to hedge in a child's conduct by punishments and to urge him forward by artificial rewards; but when the restraining hedge is broken down and the temporary incitement is wanting, then there is seen the need of the power of self-guidance and self-impulsion—an in-dwelling monitor and a never-failing impulse. The school life of the pupil should prepare him to be a self-governing being.

Incentives may be classified as *natural* and *artificial*. *Natural* incentives are those which arise from the nature of the subject, or are a natural result, not a necessary consequence, of full success or complete attainment. Among these are:

The pleasure of duty done.

The inward reward of obedience.

The satisfaction of success.

The hope of future good.

The desire for knowledge.

The pleasure of its acquisition.

The satisfaction of overcoming difficulties.

The desire to excel.

The approval of conscience.

The approval of others.

The approval of God.

The human soul is so constituted that every right act or possession brings with it a joy, a satisfaction, or an anticipation, and this is both a reward and an incitant. Among natural incentives may be placed all expressions of approval which furnish palpable evidence of success; such as—

The expressed approbation of the teacher.

The attainment of an assigned standard.

When, however, these become the *end* of the pupil's efforts, when he ceases to look up from the shadow to the substance, then they are no longer natural rewards. In many of our graded schools the desire to reach high marks is the "ruling passion" of the pupils. They study for "per cents," and *cram* for "per cents."

All artificial rewards and punishments which are thrust between the pupil and the natural rewards of duty and acquisition are *artificial incentives*. Instead of being the simple evidence of success, these are its alluring reward; instead of making natural rewards operative and potent, they weaken and conceal them.

Among artificial incentives may be included—

Prizes of pecuniary value, as books, medals, etc.

Immunities, as exemption from tasks, examinations, etc.

Privileges, as holidays, early dismissal from school, choice of seats, etc.

These are not natural consequences of the pupil's success or attainments. They are only temporary substitutes for those rewards which are worthier and more enduring; and they may be so incorporated into a system of school management as to become its very life—the all-absorbing end of effort and desire.

We would not include punishment among school incentives, natural or artificial. Its office is to reform, to restrain, and to urge the pupil forward. It does not incite; it impels. It is the reserved force which is brought up when incentives fail.

Natural incentives are, intrinsically, superior to artificial. They nourish the higher principles of character, and, at the same time, act through life, springing up spontaneously in the path of duty and success. If made potent in childhood, they usually remain potent in

after life. Artificial incentives, on the contrary, are transient and treacherous. They allure in youth, but fail in life's needs and conflicts. The child, always incited to duty by some prize, immunity, or privilege, depends in vain on such helps in manhood. When school days are over, if not before, knowledge must be sought for its own sake or for its uses, and neither integrity nor virtue holds in its hands a bribe.

The teacher should appeal to motives that have an abiding potency and value, and, through such motives, he should try to quicken the pupil's sense of right and duty. Certainly, so long as natural incentives can be made effective in securing study and good conduct, they should be relied upon.—*The Normal Teacher*.

Solution of a Problem Without Rules.

*I placed a bowl out in the storm
To catch the drops of rain ;
A half a globe was just its form,
Two feet across the same.
The storm is o'er, the tempest past,
I to the bowl repair ;
Six inches deep the water stands,
It being measured fair ;
Suppose a cylinder, whose base,
Two feet across within,
Had stood exactly in that place
What would the depth have been ?*

This problem, lately revived in many papers, is a good one to show what I meant in a former communication, suggesting that there is a "better way" than *rule work* for pupils to solve most, if not all, practical problems.

The geometrical truth, that *when two chords of a circle cut each other, the product of the parts of the one must equal the product of the parts of the other*, gives the radius of the water surface of the bowl as $\sqrt{108}$ inches. Thus: $6 \times 18 = 108$, the square of the radius. The geometrical truths, not rules, that *a spherical segment is equivalent to a sphere of the same height, plus half a cylinder of same base and height as the segment, and that the area of a circle is 2π (nearly) the square of the radius, the solidity of a cylinder, the product of its height,*

by area of base. and that a sphere is two-thirds of a circumscribing cylinder, suffice to give the volume of the required segment to be $\frac{1920}{3}$ cubic inches. Thus: $108 \times \frac{2}{3} \times 3 = \frac{1152}{3} = \frac{1}{2}$ cylinder, and $3 \times 3 \times \frac{2}{3} \times \frac{2}{3}$ of $6 = \frac{12}{3} =$ solidity of 6-inch sphere. Hence the volume of water is $\frac{1920}{3}$ cubic inches. The volume of water divided by area of base of cylinder 24 inches in diameter will give for a quotient the answer required. Thus: $\frac{1920}{3} \times \frac{1}{12} \times \frac{1}{12} \times \frac{1}{12} = 2\frac{1}{2}$ inches, or the depth of water in the cylinder that shall equal the water six inches deep in the bowl. This may not be the *shortest* solution (if various decimal multipliers and divisors are supplied by rules), but it enables a pupil to use his capital of geometrical truths in a way to solve the problem correctly, and to exercise his brain in a way to receive the advantages claimed for educational drill. After a little practice results will be most satisfactory.

The pupil should know, from demonstration, or from good authority, the main established truths of geometry, and then depend upon them and his common sense to practically use them.

"How can we reason but from what we know."

N. B. WEBSTER.

Norfolk, Va.

Teaching How to Write Good English.

Many years ago Barnas Sears said to the writer, "The true method of getting your pupils to write compositions is to *give them the thoughts* and ask them to put these thoughts into good sentences." We find this principle well elaborated in the following article in the last number of Mr. Vaile's *Intelligence*, published in Chicago:

"As an illustration of the manner in which composition work can be secured from younger pupils, the following is suggested: Let the pupils be requested to pass in to the teacher eight sentences neatly written, telling anything they know about the size and color of apples, and on what they grow. These the teacher corrects and returns the next day, with the request that they observe the corrections and embody the same ideas in fewer sentences. When these are again corrected and returned they should be preserved; while the succeeding lessons follow on the taste of apples, their usefulness, how they differ from other fruits, their kinds, parts, or anything else the pupil knows about them. When the sentences have all been corrected and condensed, the teacher may call for them all to be copied consecutively

and presented in the form of a composition. In correcting work like the above, the teacher should notice the language used as much as the spelling and punctuation, and should suggest more appropriate words and better construction wherever necessary.

"Compositions can be produced only where there are ideas to be expressed, therefore a valuable exercise is to outline subjects in the class, pupils presenting the ideas and the teacher arranging them after all have been collected. It is most unreasonable to assign to some beginner a theme which he has not so thoroughly investigated as to become interested in, and then to expect of him an *original* composition in which no thought of another has been appropriated. No person can write until he has thoughts. At first the main strength of teacher and pupil should be turned thoughtward. Thoughts must be gathered, revolved, organized, intensified, and made to glow before they can be expressed effectively as one's own. The gathering must come from *actual observation*, from *oral instruction*, from *lectures*, from *general reading*, from *special study*, or from all these combined. The knowledge must become a matter of personal experience before it can be expressed in one's own language." *New England Journal of Education.*

A Plan of Conducting Spelling Lessons.

1. The teacher dictates twenty or more words, and the pupils write them on their slates at their seats. This takes about ten minutes.

2. The teacher examines the slates of four good spellers, then requires all the pupils, except these four, to write their names on their slates, leave them on their desks, take position in line round the room, and spell orally till the expiration of the spelling hour.

3. While the teacher is conducting the oral exercise, three of the pupils, whose slates have been examined by the teacher, examine the slates left on the desks, underscore all the misspelt words on each, and write these words and the names of the pupils misspelling them on *their* (*the monitors'*) slates.

4. During this oral work, the fourth pupil, whose slate has been corrected, stands at the board and writes the names of the scholars who fail to spell correctly, and also the misspelt words.

5. The monitors, as soon as their work of correcting the slates is finished, bring up *their* slates to the teacher's desk, and one of them

copies from these (monitors' slates) the *number* of failures on her slate, while she is still conducting the oral exercise.

The monitors are also called on to spell orally their quota of words.

To prevent confusion, it is well for the monitors to spell (orally) at the conclusion of the exercise.

In the case of very many errors in spelling, it is more convenient to have the monitors write on their slates, not the *words* missed, but simply the *number* of such words.

This plan enables the teacher not only to have written and oral spelling the same day, but to have both corrected with comparatively little trouble.

It may be used successfully in second primary grade and above on days for oral spelling.

J. P. THOMAS.

Hidden Strength.

STORY OF A DEVOTED MOTHER.

In one of the prairie towns of Northern Iowa, where the Illinois Central Railroad now passes from Dubuque to Sioux City, lived a woman whose experience repeats the truth that inherent forces, ready to be developed, are waiting for the emergencies that life may bring.

She was born and "brought up" in New England. With the advantages of a country school, and a few terms in a neighboring city, she became a fair scholar—not at all remarkable; she was married at twenty-one to a young farmer, poor, but intelligent and ambitious. In ten years after the death of their parents they emigrated to Iowa, and invested their money in land that bade fair to increase in value, but far away from neighbors. Here they lived, a happy family, for five years, when he died, leaving her, at the age of thirty-five, with four boys, the eldest nearly fourteen, the youngest nine. The blow came suddenly, and at first was overwhelming. Alone, in what seemed almost a wilderness, she had no thought of giving up the farm. It was home. There they must stay and do the best they could. The prospect of a railroad passing near them in time was good; then some of the land might be sold. A little money had been laid by—nothing that she ought to touch for the present. Daniel, the hired man, who had come out with them, and who was a devoted friend and servant, she determined to keep. His judgment was excellent in farm matters. Hitherto the boys had gone regularly to school, a mile or two away; for a settlement in Iowa is never without its school-house. They were bright and quick to learn. Their father had been eager to help and encourage them. Newspapers, magazines, and now and then a good book, had found their way into this household. Though very fond of reading herself, with the care of her house she had drifted along, as so many women do, until the discipline of study, or any special application, had been almost forgotten. It was the ambition of both parents that their sons should be well educated. Now Jerry and Thede, the two oldest, must be kept at home during the

summer to work. Nate and Johnnie could help at night and in the morning. The boys had all been trained to habits of obedience. They were affectionate, and she knew that she could depend upon their love.

One evening, alone in her bed-room, she overheard some part of a conversation as the children were sitting together around the open fire-place.

"I don't mind the work," said Theodore, "if I only could be learning, too. Father used to say he wanted me to be a civil engineer."

"If father was here," said eleven-year-old Nate, "you could study evenings and recite to him. I wish mother could help; but, then, I guess mother's—"

"Help—how?" she heard Jerry ask sharply, before Nate could finish his sentence, and she knew the boy was jealous at once for her. "Isn't she the best mother in the world?"

"Yes, she is, and she likes stories, too; but I was just thinking, now that you can't go to school, if she only knew a lot about everything, why, she could tell you."

"Well," replied Jerry, with all the gravity of a man, "we must take hold and help all we can. It's going to be hard enough for mother. I just hate to give up school and pitch into work. The day, you shall go next winter, anyway."

"Shan't we be lonesome next winter?" said little Johnnie, who had taken no part in the talk until now; "won't mother be afraid? I want my father back," and without a word of warning he burst into tears.

Dead silence for a few minutes. The outburst was so sudden, she knew they were all weeping. It was Jerry who spoke first: "Don't let mother see us crying. Come, Johnnie, let's take Bone and all go down to the trap." Then she heard them pass out of the house.

Desolation fell upon that poor mother for the next hour. Like a knife Nate's remark had passed through her heart. "Father could have helped!" Couldn't she help her boys, for whom she was ready to die? Was she only "mother," who prepared their meals and took care of their clothes? She wanted a part in the very best of their lives. She thought it all over, sitting up far into the night. If she could only create an interest in some study that should bind them all together, and in which she could lead! Was she too old to begin? Never had the desire to become the very centre of interest to them taken such a hold upon her.

A few weeks after, she said, one morning at the breakfast table: "Boys, I've been thinking that we might begin geology this summer, and study it, all of us together. Your father and I meant to do it sometime. I've found a text book; by and by, perhaps, The day can draw us a chart. Jerry will take hold, I know, and Nate and Johnnie can hunt for specimens. We'll have an hour or two every night."

The children's interest awoke in a flash, and that very evening the question discussed was one brought in by Nate: "What is the difference between limestone and granite?" A simple one, but it opened the way for her, and their first meeting proved a success. She had to study each day to be ready and wide awake for her class. They lived in a limestone region. Different forms of coral abounded and other fossils were plenty. An old cupboard in the shed was turned into a cabinet. One day, Nate, who had wandered off two or three miles, brought home a piece of rock, where curious, long, finger-shaped creatures were imbedded. Great was the delight of all to find them described as *ortho-cerastites*, and an expedition to the spot was planned for some half-holiday. Question led back to the origin of the earth. She found the

nebular hypothesis, and hardly slept one night trying to comprehend it clearly enough to put it before others in a simple fashion. Her book was always at hand. By and by they classified each specimen, and the best of their kind were taken to shelves in the sitting room. Her own enthusiasm in study was aroused, and, far from a hardship, it now became a delight. Her spirit was contagious. The boys, always fond of "mother," wondered what new life possessed her, but they accepted the change all the same. She found that she could teach, and also could inspire her pupils. They heard of a gully, five or six miles away, where crystals had been found. Making a holiday, for which the boys worked like Trojans, they took their lunch in the farm wagon and rode to the spot; and if their search was not altogether successful, it left them the memory of a happy time.

In the meanwhile the farm prospered. She did all the work in the house, and all the sewing; going out, too, in the garden, where she raised a few flowers, and helping to gather vegetables. Daniel and the boys were bitterly opposed to her helping them. "Mother," said Jerry, "if you won't ever think you must go out, I'll do anything to make up. I don't want you to look like those women we see sometimes in the fields." Generally she yielded; her work was enough for one pair of hands. Through it all now ran the thought that her children were growing up; they would become educated men; she would not let them get ahead, not so as to pass her entirely.

Winter came. Now Daniel could see to the work; but these habits of study were not to be broken. "Boys, let us form a history club," was the proposition; "it shan't interfere with your lessons at school." They took the history of the United States, which the two younger children were studying. Beginning with the New England settlements, and being six in number, they called each other, for the time, after the six States, persuading old Daniel to take his native Rhode Island. "That woman beats all creation," he was heard to exclaim, "the way she works all day and goes on at night over her books." The mother used to say she hardly knew if she were any older than her boys when they were trying to trip each other with questions. The teacher of the district school came over one Saturday afternoon. "I never had such pupils," said he, "as your sons, in history; and, indeed, they want to look into everything." Afterwards he heard with delight the story of their evening's work. The deep snow often shut them in, but the red light shone clearly and bright from that sitting-room window, and a merry group were gathered around the table. Every two weeks an evening was given to some journey. It was laid out in advance, and faithfully studied. Once, Theodore remembers, a shout of laughter was raised when nine o'clock came, by Jerry's exclamation, "Oh, mother, don't go home now; we are having such a good time!" Five years they lived in this way, and almost entirely by themselves. They studied botany. She knew the name of every tree and shrub for miles around. The little boys made a collection of birds' eggs, and began to watch closely the habits of the birds. It was a pure, simple life. It would have been too wild and lonely but for the charm of this devoted mother. Her hours of loneliness were hidden from them, but she learned in an unusual degree to throw every energy into the day's work of study, and create, as it were, a fresh enthusiasm for the present hour. Her loving sacrifice was rewarded. Each child made her his peculiar confidante. She became the inspiration of his life.

English history opened a wide field to this family. One afternoon she brought in

Shakespeare to prove some historical question. It was a rainy day, and the boys were all at home. Jerry began to read "Hamlet" aloud; it proved a treasure that brought them into a new world of delight. Sometimes they took different characters for representation, and the evening ended in a frolic, for good-natured mirth was never repressed.

First of all, a preparation had been made for the Sabbath. There was a church in this town, but at a distance of several miles, and during many days the roads were not passable. She had leaned upon Infinite strength, gathering wisdom through all the experiences. The secret of many a promise had been revealed to her understanding, and, above everything, she desired that the Scriptures should become precious to her children. She took up Bible characters, bringing to bear the same vivid interests, the same power of making them realities.

These lessons were varied by little sketches or reports of one Sunday to be read aloud the next. Of this Nate took hold with a special zest. None of this family could sing. She thought of a substitute. They learned the Psalms, much of Isaiah, and many hymns, repeating them in concert, learning to count upon this hour around the fire as others do upon their music. How many of these times came to her in after life—a vision of the bright faces of her boys, as they clustered affectionately around her.

Time rolled by. The railroad passed through. A village sprang up, and the land was ready to sell. She could keep enough for her own use, and the boys could prepare for college. Thede and Nate went away to school. The old home was kept bright and pleasant; friends, new settlers, came in, and now there was visiting and social life.

Jerry stayed on the farm; Thede became an engineer; Nate a minister; Johnnie went into business. Theodore used to say, "Mother, as I travel about, all the stones and the flowers make me think of you. I catch sight of some rock, and stop to laugh over those blessed times." Nate said, "Mother, when I am reading a psalm in the pulpit, there always comes to me a picture of those old evenings with you in the rocking-chair, by the firelight, and I hear all your voices again." When Jerry, who remained faithful always, had listened to his brothers, he put his arm about her, saying tenderly, "There will never be anybody like mother to me."

She died at the age of sixty-five, very suddenly. Only a few hours before she had exclaimed, as her children all came home together: "There never were such boys as mine. You have paid me a thousand fold. God grant you all happy homes." They bore her coffin to the grave themselves. They would not let any other person touch it. In the evening they gathered around the old hearthstone in the sitting room and drew their chairs together. No one spoke until Nate said, "Boys, let us pray;" and then, kneeling around her vacant chair, prayed that the mantle of their mother might fall upon them. They could ask nothing beyond that.—*Penn. Sch. Journal.*

HOW TO GAIN AND HOLD THE ATTENTION OF PUPILS.—In the first place the teacher should be morally, mentally, and physically well qualified for *his own work*. He should be a model man if he would be a true teacher. Children unconsciously imbibe the moral and mental atmosphere which the teacher carries about him. And to gain and hold the attention of his pupils, he must have their entire confidence in

his ability to handle his subject. For his abilities or inabilities to his pupils will shine through any mask he may attempt to wear. Children are natural mind-readers, and, while the teacher may think he is deceiving them, their conduct on recitation and in the school room will bear out the assertion that what attention or inattention they may exhibit, is, in a great measure, but a reflection of the real character of him who acts as their teacher. The teacher must be frank and unsuspicious. While a certain degree of supervision must be exercised over children and youth, it should be remembered that the teacher must appeal to a certain sense of honor, which all possess in some degree, if he would gain entire control of all their actions. He should not make show of watching his pupils, but be ever on his guard. He should be kind and polite. There are many occasions where the teacher may show a kind disposition and gain a power over his pupils which force would never gain. He should be conscientious and agreeable. These qualities control, in reality, all others. He should leave nothing undone which his conscience tells him to do and which is in his power to do for the advancement of those under his care. He cannot *instruct* unless he is agreeable to his pupils. The teacher who is careless and slovenly in appearance cannot have much influence with his pupils, and he who cannot place work on the blackboard or elsewhere neatly and accurately, cannot expect his pupils to do so.

To arouse an interest in study and to stimulate the pupils to greater efforts are two of the main objects of a recitation, and it is not easy to tell how this should be done. It is by judicious use of questions, by the proper selection of topics for study, by assigning lessons of proper length, by the teacher's explaining power, by proper words of encouragement and commendation, by the teacher's general manner and bearing toward his pupils, that he will succeed best in gaining and holding the attention of his pupils. And that teacher is most successful who is most familiar with his subject and with the best methods of illustration.—*Prof. J. M. Weatherby, in N. C. Teacher.*

MOTIVES.—You must give the child a motive for work, and your true success depends upon what motive you furnish, and the permanency you give it on his character. Better the pupil work for fear of punishment than not to work, or from too much pride to be left behind by his mates, or from fear of your sarcastic tongue if he blunders; but your work is a failure if he studies only from negative motives. The lowest honorable motive is hope of reward. Rewards of merit, in some inviting form, are infinitely above fear and pride. It has its weaknesses, and may be sharply ridiculed, but it has its virtues also. It is a healthy inspiration to any toiler with hand or brain to anticipate a satisfactory reward; indeed, it may be argued, with much show of reason, that with the average man no work is best done that is not toned up under the stimulant of a reward. Burns would never have died as a dissipated lad had he been balanced by a discriminating appreciation of the value of the reward due his genius. Goldsmith would never have thrown his life away had he properly estimated the reward due his genius. Phillips, with all his brilliancy, fascinated as he was with the oratorical art, would never have sustained himself at such height but for his financial estimate of its worth, and he would have served the world even more than he did had he appreciated other rewards due him. Carl Schurz would not approach his present power did he not set a high financial estimate upon his political speeches, and try to make them worth it. Walt

Whitman might be an American genius of renown did he but appreciate the worth of literary rewards. Teach, therefore, your pupils to value the rewards of their study, but make the special school-day motive the mental reward, the self-culture, the power of thought and influence which results from it. Give more and more time to the cultivation of high motive of work in the school.—*The American Teacher*.

Studies in Connection.

1. Combine reading with spelling.
2. Combine mental with written arithmetic.
3. Combine grammar with composition.
4. Combine geography with elementary astronomy.
5. Combine natural philosophy with physiology, as it relates to the laws of health and life.
6. Depend upon repetition and practice to insure success.
7. Teach principles before rules, and things before names.
8. Teach the logical connection of every subject studied.

METHODS OF TEACHING ARITHMETIC.

1. Remember that the ideas of numbers are among the first and easiest of apprehension. Therefore commence early, and while learning to read drill in connecting simple combination of numbers.
 2. When ready to take up the subject regularly by the text-books, let mental arithmetic come first in order.
 3. Teach the combination of numbers in all forms before passing to the solution of questions.
 4. When this is accomplished, take up mental and written arithmetic in connection.
 5. Recite mental arithmetic without the use of the book, and have the pupils reproduce every question solved.
 6. Let the analysis of the questions be methodical, and reason logical without holding the pupils invariably to a prescribed form.
 7. Teach both mental and written arithmetic upon the same principle, namely, analysis.
 8. Sometimes analyze first, and then give and teach the rule, and again the rule first, and finally analyze.
 9. Give much practice upon the slate and blackboard, using many practical questions not found in the text-books used.
 10. Give clear analysis yourself of difficult points, and require the pupils to reproduce them as if they were yours.—*The Normal Teacher*.
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HOW TO AWAKEN THE INTEREST OF PUPILS IN THE WORK OF THE SCHOOL.—

1. By encouraging parents to visit the school-room. Least necessary, but by no means unimportant.
2. By making the school and its exercises pleasant and attractive. By kind de-

portment towards pupils, by ornamenting and making comfortable the school-room and grounds, by providing facilities for pleasant and profitable out-door exercises, music, calisthenics, etc. More important than the first, but still not absolutely necessary.

3. By the power of intellectual leadership and predominance in awakening ambition and stimulating the mind. A necessary and powerful means of accomplishing the end aimed at.

4. By the power of *personal* friendship. Love of the teacher will awaken love for the work of the school-room. Hate and fear are fatal foes to interest in study. This is a mightier agent in awakening love of study than any yet named.

5. By the contagious power of enthusiasm and interest. All affections of the mind are violently contagious. A cold, uninterested, inert mind will never awaken others to intellectual activity. A soul that is energetic, glowing, red-hot, will impart its life and heat to all who are brought within its influence. It is by far the most powerful and indispensable agent in arousing the latent energies of a pupil's mind. A teacher who is devoid of it should relinquish his vocation and seek some field of employment where he can do less harm.—*Prof. H. L. Smith in the North Carolina Teacher.*

HOW SHALL WE TEACH CHILDREN TO STUDY?—This question has met my eye in two recent numbers of *The Teacher*, and my heart goes out in sympathy to the questioner, for we, too, have been perplexed over this important subject. After an experience of twenty-five years in the school-room in various grades of school-work, we venture a few suggestions, which we trust may not be wholly unprofitable to any earnest worker of inexperience who has a desire to succeed. First, the only successful way to teach scholars to study is to lead them to *love* it. This may generally be done in the primary school, beginning with the smallest classes. Talk with the little ones about their simple lessons; tell them stories about them, and create in this way a desire to find out things for themselves. We encourage them to write little stories; we try to lead them on by easy steps, until they are eager to read and relate what they have read. In this way the study of history and geography becomes but a pleasant pastime, and not an irksome task. We have no sympathy for the failure of that teacher who *drives* a student to learn a hard lesson. We have many times, in our early teaching, kept scholars after school, or deprived them of recess, to commit a lesson in which they had failed; but we cannot remember that we have ever succeeded in seeing the lesson successfully conquered. A pupil cannot learn who studies with a punishment held over him. If possible, we think it a good plan to tell the class at the close of a lesson something about the lesson for the following day; not enough to make the pupils feel that they know it, but enough to cause them to want to know more. In spelling we like to give a few easy words to be made into sentences, in which scholars will not fail to show a wonderful interest. Of course, when scholars have started wrong, have been allowed to get words without ideas, it is harder to lead them in the safe way; but we think it may be done by talking with them, by encouraging *them* to talk, and, above all, by breaking up the ruinous habit of studying without thought. There are many methods which will suggest themselves to the fertile mind of the thoughtful teacher. To all such we extend the hand of sympathy, exhorting them not to be weary in well-doing.—*The American Teacher.*

The Report of the Commissioners of Education for 1882-'83.

The thirteenth annual Report of the Commissioner of Education, just issued, a volume of 1165 pages, is fully equal to its predecessors in point of interest, in the importance of subjects discussed, their methodical arrangement, and wise treatment, while the information presented is of much more recent date than that usually given in reports whose information is collected from such a vast territory and through so many instrumentalities, covering, as it does, the year closing June 30, 1883. In this respect the report under review has made a decided gain over its predecessors, made possible, we are informed, by the fact that a larger number than usual of educational systems and institutions have been able to bring their reports up to date.

Little space is given in the report to a statement of the general work of the office aside from the summary of educational data which is prepared annually, as anything like a full statement of such general work would require more space than the Commissioner has at his disposal.

The communications sent out numbered 30,745, and those received 67,875. The documents distributed numbered 323,592, and were usually mailed in separate packages. One document was asked for by as many as ten thousand persons. This distribution of documents has favorably affected many educational methods and appliances. The teachers' institutes have been much more freely supplied than before. Circulars and bulletins were sent to 406 institutes, held in twenty-three different States. Seventy-eight of these teachers' gatherings in a single State were furnished these publications.

Official American Correspondents of the Office who Furnish Statistics.—The American correspondents of the office at the head of systems or institutions of education furnishing the information contained in the report, numbered 10,128, an increase for the year of 1,354, and since 1872 of more than 7,500. This system of voluntary statistical information, depending on co-laborers so widely scattered, is believed to be the most extensive of its kind in existence, and it is constantly improving in completeness and exactness.

The Library of the Bureau.—The collection and care of a library containing educational reports, pamphlets, catalogues, school journals, and other pedagogic publications, is one of the first necessities of an office charged, as this is in the statute establishing it, with the duty of collecting "statistics and facts showing the condition and progress of education in the several States and Territories," and diffusing "information respecting the organization and management of schools, school systems, and methods of teaching," of such character as may promote "the establishment and maintenance of efficient school systems," as well as the "cause of education" in general.

The collection of State reports, city reports, college catalogues and publications, academy catalogues, programmes and circulars of professional and special schools, now in the possession of this library, is far superior in quantity, quality, and interest to any other general collection in the world, and, in most cases, more complete than the series belonging to the offices and institutions in correspondence with the Bureau.

Another important part of the collection is the periodical literature of American education. The value of such publications, as preserving the very "age and body of

the time" in which they appear, and recording countless facts, opinions, names, and dates that would otherwise be lost beyond recall, is conceded in all other branches of study, and must, of necessity, be allowed in this also. By exchange, subscription, purchase, and gift, the library now possesses, and is daily adding to, a collection really unique in the world; by no means complete, for there are important *lacunæ* that may never be filled, but, despite these, more full, various, and valuable than that in the possession of any other corporation or individual.

In the same way a large collection of foreign reports, catalogues, and educational treatises have also been obtained, nearly every civilized country and its colonies being represented therein.

State Systems of Public Instruction.—The total school population in the States and Territories is 16,000,000, more than 10,000,000 being enrolled in public schools; the sum of those in average attendance in each State being 6,000,000, under 290,000 teachers; the whole public school expenditure amounting to over \$91,000,000 during the year: an increase over the figures of the preceding year of about 364,000 in school population, of more than 153,000 in public school enrolment, and of nearly 454,000 in average attendance. Adding the reported attendance in private schools (18 States and 2 Territories failing to report), gives over half a million more, making 10,581,700 pupils under instruction during the year. This is 21 per cent. of the entire population as given in the United States Census of 1880, and about 65 per cent of the youth of legal school age.

The length of the school term varies greatly, ranging from 199 days in Maryland to 62½ days in North Carolina.

The number of public school teachers reported is, for the States, 290,028; for 9 Territories, 3,266; total, 293,294, being an increase of 4,135 over the number reported in the year 1881. The sex of teachers is not reported from Georgia, Maine, Mississippi and Idaho Territory; so far as the figures are given, the number of men is 106,676, and of women 166,705. Both numbers show increase over the same for 1881, but the proportion of women is greater than at the last report. Even in the frontier States, the relative number of women engaged in teaching is rapidly increasing.

There is an upward movement in teachers' salaries, eighteen States showing increase in the average salaries for both sexes.

The suggestion of a minimum salary fixed by State law meets with approval in many States. Hon. C. W. von Coelln, State Superintendent, Iowa, calls attention to the fact that the salaries of teachers of ungraded schools in his State do not average over \$150 per annum, whereas a common laborer receives \$200 with board, and is not expected to dress well and has no examination or institute fees. Mr. von Coelln adds significantly: "The salaries of teachers are the only salaries of public employés" wholly within the control of the people.

There was an increase during the year of more than \$6,000,000 in public school income and expenditure, of near \$5,500,000, it is estimated, in the value of public school property, and over \$5,000,000 in the amount of permanent State school funds. In per capita expenditure for public schools, Massachusetts stands first, Alabama last, the former State expending \$15.40 for each pupil enrolled, the latter \$2.27. Local taxes are the main support of the public schools in a majority of the States, a condition that seems essential to a progressive, efficient system of free schools, and the

figures show increase in the amount realized from this source in twenty States. The favorable view of the public schools presented in the statistics is confirmed by the verbal reports of superintendents and other officials, and accords with the impression the Commissioner received from personal observation in various parts of the country. Progress is not limited to the increase of scholars, teachers, funds, &c., but appears in the organization of the school systems, in the greater efficiency of the work carried on in the schools, and, what is still more important, in a deeper and more intelligent interest on the part of the people. Everywhere there is evidence of a clearer understanding of the purposes of the schools, of their relation to our civil rights and liberties, and a readier disposition to adopt measures for their support and improvement.

The improvement of school buildings is noticeable throughout the country, provision being made in a number of States for their periodical inspection.

Sixteen States, three Territories and the District of Columbia have laws, more or less efficient, to insure the attendance of children at school.

Summary of Education in Virginia.—With over half a million youth of school age (according to the census of 1880) Virginia, in 1882, reported an enrolment in public schools of 257,362, with 144,904 in average daily attendance, an increase for the year of 18,316 in the number enrolled and of 10,417 in average daily attendance. The enrolment included over 172,000 white youth and over 35,000 colored, the total school population comprising nearly 74,000 more white than colored. Of the whole increased enrolment 9,947 were white children and 8,369 colored, the increase in average attendance being nearly equally divided between the two races. There were 205 more public schools taught (123 more for white pupils and 82 more for colored), the average term throughout the State being nearly a day longer. Almost \$57,000 more were expended for public schools. The average monthly pay of teachers increased slightly and 205 more were employed. Although a large proportion of this increase was among colored teachers, there were still 438 colored schools taught by white teachers. The Superintendent calls attention to this fact, and says that these schools should be taught by competent colored teachers, and that many more schools for colored children should be opened.

Education in the Southern States.—In sixteen Southern States and the District of Columbia, having a white school population of over 4,000,000 and a colored of nearly 2,000,000, there was an enrolment in public schools of over 2,200,000 white children and of nearly 803,000 colored, the percentage of enrolment of youth of school age ranging from 36 to 73 for white children and from 17 to 69 for colored. There was an increase for the year of over 92,000 white youth of school age and over 14,000 of the same class enrolled, while the colored school population increased by more than 15,000 and their enrolment by only 610. A comparison of the figures in this report with those for the year 1876-'77, the first in which this table appears, will show the remarkable work that has been accomplished in the Southern States since that date—an increase of 13 per cent. in the white school population and of 23 per cent. in the number enrolled in public schools, colored school population having increased 28 per cent. and enrolment 40 per cent. The expenditure for public schools has also steadily increased during this period, and this increase in enrolment and funds corresponds to a radical change in the sentiment of the people. A free, impartial system of education is recognized as indispensable to the future prosperity of the States.

Both races now share alike in the school fund, excepting in Delaware, Maryland and the District of Columbia, in which special provision is made for the colored race, and in South Carolina, where the basis of apportionment is the same for each race, but the amounts realized depend upon the extent to which the people avail themselves of the provision by attendance upon the schools. Since the date of the Commissioner's last report, Kentucky has abolished all discrimination between the races in respect to the distribution of the school funds, the act to that effect bearing date April, 1882.

A general disposition in the South to deal impartially with both races in the matter of providing educational facilities is reported, notwithstanding the much larger percentage of white school population under instruction.

Since the Commissioner's last report two notable benefactions have been made to promote the cause of education in the South, one of \$1,000,000 by John F. Slater, of Norwich, Conn., for the benefit of the colored race, and another of \$701,926 from Mr. Paul Tulane, of Princeton, N. J., for the promotion of intellectual, moral, and industrial education among the white people of New Orleans, La.

The disbursements from the Peabody Fund amounted for 1882 to \$80,334, a larger sum than has been reported in any single year since 1877. In addition to the substantial aid afforded by the money, an immense impetus has been given to the cause of education by the efforts of the general agent, Hon. J. L. M. Curry, LL. D. Legislation has been stimulated by his eloquent appeals, while his counsel has determined many practical details of school organization and his vigilant supervision has been felt throughout the States participating in the benefit of the fund.

The course pursued by the trustees and the agent of the Peabody Fund in concentrating the money upon the training of teachers has accomplished more than any other single agent in creating throughout the South a just appreciation of the paramount importance of this part of public school work.

Higher Schools for the Colored Race.—Above the public school system such provision as is made for the education of the colored race is afforded by 56 normal schools, having 8,509 students; 43 academies or secondary schools, with 6,632 students; 18 colleges and universities, with 2,298; 24 theological schools, with 665; 4 law schools, with 53, and 3 medical schools, with 125. The total number of schools affording higher instruction, as far as reported, is 16,477, and total number of the colored race under instruction in them, 852,505.

Normal Schools and Teachers' Institutes.—The total number of public institutions reported is 119, with 1,045 instructors and 28,711 students, viz: 21,296 normal students and 7,415 other students. These schools comprise 97 supported by State, 1 by county, and 21 by city appropriation. The private normal schools number 114, with 655 instructors and 22,421 students. The number of graduates from public normal schools in the last year was 2,568, and the number who have engaged in teaching 1,836; the corresponding numbers for the private normal schools are 1,034 and 708.

The increase of normal schools in the Southern and Western States is a noteworthy feature of progress.

Teachers' institutes and summer normals are considered of great value to rural school teachers (few of whom are normal school graduates) in affording them, at small expense, some knowledge of approved methods of instruction and school organization. Every State should place these agencies on a sure financial basis, and it is recommended that attendance on them should be made one of the requisites for

obtaining a teacher's license in the case of candidates who have had no other preparation for the work.

Pedagogics in Universities and Colleges.—Chairs of pedagogics or didactics, have been established in the Universities of Michigan, Missouri, Iowa and Nebraska, and an effort is being made to establish the same in the Mississippi State University and in the Agricultural and Mechanical College of that State. Johns Hopkins University maintained during 1882 special Saturday classes for the benefit of teachers of Baltimore. The public lectures given under the auspices of the University have also been largely attended by teachers.

Kindergarten.—The principal growth has been in the very largest of the cities, in which the Kindergarten methods are most demanded. More than one-half of these enterprises have started in the cities of Boston, New York, Philadelphia, Washington, Chicago, and San Francisco. They are supported by the wealthy for the sake of their own children and by the philanthropic for the benefit of the poor by whom they are surrounded.

Secondary Instruction.—Under this heading is comprised, for convenience, the work of three classes of institutions: Public high schools, private academies and seminaries, and preparatory schools and preparatory departments. In the first are reported more than 39,000 pupils; in the second, about 138,000. The aggregate number of pupils receiving preparatory instruction reaches 251,613.

The movement for the higher education of women has had a favorable effect upon secondary instruction.

Information from public high schools is less complete than is desired. The reported enrolment in these is equal to 1 in every 286 of our city population, as given in the census of 1880. Neither this average estimate, it is remarked, nor the larger ratio of attendance in particular cities, warrants the opinion that the high schools render any considerable portion of our youth either visionary or averse to industry. The cause of such tendencies, it is thought, must be sought in our social and industrial habits rather than in our schools.

In the Northwestern States the policy of making the high school course continuous with the courses of the State Universities is proving doubly advantageous. It promises on the one hand to relieve the higher institutions of the burden of preparatory work, and on the other it greatly improves the quality of instruction in the high schools.

Superior Instruction.—Reports were received from 227 institutions of collegiate rank, exclusively for women, of which 142 were authorized to confer collegiate degrees. The property owned by them was valued at about \$10,000,000; the productive funds owned amounted to only about \$1,000,000, yielding \$53,000 annually, the chief source of support being tuition fees. A total of 28,726 students were enrolled in these institutions, about 8,000 of them being in preparatory departments, an increase during the year of about 2,600 students.

Every year shows a slight increase in the number of women brought under instruction in schools that maintain high standards, and an increase in the enrolment of women in collegiate courses.

No change has taken place since the last report in the attitude of any of the older Eastern colleges with reference to the admission of women, but the sentiment in favor of equal and identical provision for both sexes has become deeper and more extended.

In Table IX are reported the statistics of 365 colleges and universities, all enrolling about 64,000 students, and employing more than 4,000 instructors, an increase for the year of 3 colleges, 1,661 students, and 52 teachers, about 32,000 of the whole number of students being in collegiate departments. The exact classification is given of only about 21,000 collegiate students, but of these 16,000 were pursuing classical courses (including nearly 14,000 men and a little over 2,000 women), while upwards of 5,000 were students in scientific courses, nearly one-third of the latter being women. Fifteen colleges report only preparatory students; in 288 the collegiate course comprises 4 years, in two only 3 years, while in 16 the courses were entirely elective.

Scientific and Industrial Education.—Table X shows 86 schools of science, including State agricultural colleges, employing more than 1,000 instructors and enrolling nearly 16,000 students, an increase for the year of 1 school and 63 teachers, and over 3,000 students. Continued interest in industrial and scientific education is shown by the extension of facilities for instruction in such schools, as well as by increased attendance on them and by a general discussion of the subject. People are alive to the necessity of cultivating the arts of peace, and are inquiring for methods of education directly preparatory to the common industries. Men, eminent as leaders in technical education, are studying the schools of Europe and introducing valuable features from them into American schools.

Agricultural education has made perceptible advance during the time covered by the last report.

Encouraging progress has also been made in mechanical instruction.

Public Libraries.—Incomplete reports from over 4,000 public libraries, each having 300 volumes or more, show an aggregate of over 13,000,000 volumes. The total yearly additions (1,800 libraries reporting) were about 529,000 volumes; the yearly use of books (only 900 reporting) was nearly 10,000,000. It is said that the reports of other countries can show no parallel to this voluntary and uniform method of collecting and communicating information respecting these establishments, so graphically called the universities of the people.

Reform Schools.—Twenty-three States and the District of Columbia report 67 reform schools, with nearly 15,000 inmates, less than one-third of them being girls. The cost of supporting these institutions amounted to nearly \$2,000,000, and their earnings to over \$400,000.

The success of the training given appears in the fact that a majority of the youth sent out from these schools become useful men and women. We are told there is abundance of proof that the usual result of reformatory education is to prepare inmates to meet successfully the duties of life in some honorable pursuit; but that the attention given to industrial training is still insufficient, and it is to be hoped that legislatures may see the wisdom of promoting it by such means as they are able to command.

Educational Benefactions.—More than \$7,000,000 were given during the year to the various classes of educational institutions in aid of their work. Of this amount colleges and universities received over three and a half millions; colleges for women, \$373,000; schools of science and theology, each about \$640,000; schools of medicine, about \$125,000; schools of law, \$175; schools for secondary instruction, including college preparatory schools, nearly \$800,000; institutions for the deaf and dumb and blind, \$21,000; for the training of nurses, \$25,000, and for the feeble-minded, \$622.

Forestry.—The interest in forestry is increasing as the injurious effects of the diminution of wooded areas are more fully realized. Societies for the preservation of forests and the cultivation of trees are being organized in various States, and their gatherings attract much attention, while in other States school authorities encourage the planting and protection of trees. The study of forestry, moreover, is pursued in the agricultural colleges of many States, especially in the West, and the school of political science in the University of Michigan has an attractive course of instruction in this branch.

Recommendations.—The Commissioner recommends the publication of twenty thousand copies of the report for the use of the office, which will only enable it to supply its correspondents.

The Commissioner also renews his recommendation for the organization of the educational museum, which now constitutes a collection of great value and is more and more visited and studied by teachers and school officers.

He also renews most earnestly the following recommendations :

1. That the office of Superintendent of Public Instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

2. That the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually *pro rata* among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure and supervision as Congress in its wisdom may deem fit and proper.

3. The enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress, be presented through this office.

4. An increase of the permanent force of the office.

The Influence of Scientific Pursuits.

[The broadening tendency of scientific pursuits, as indicated in the following extract, is readily granted. The search for truth, and the careful comparison of individual phenomena, in order to arrive at a comprehensive truth is an excellent training for the mind. Yet it cannot be denied that many of the most advanced scientists have so expanded their intellects in these pursuits, as to push out from them everything which is not appreciable to human reason. What they cannot understand they will not believe. The religious element is eliminated from their minds. There can be no objection to questioning Nature, to finding out her secrets as far as it can be done. But we must recognize that there is a point beyond which human reason cannot go, where our only means of knowledge is through a direct revelation from God. In thinking of these skeptical scientists, we are constantly reminded of the contrast presented by the Apostle Paul between the simplicity of the Gospel and the pride of human wisdom in I. Cor. i, 21 : "For after that, in the wisdom of God, the world by wisdom knew not God ; it pleased God by the foolishness of preaching to save them that believe." There can be no conflict between true science and revelation. "God is not the author of confusion." The developments of science may modify our

views of the Bible, yet scientific truth should always be sought reverently, with a firm conviction of the existence of the Supreme Being and of the truth of His revelation to men.—ED.]

“The dominant ideas of the past have been confining and restrictive. National feelings are diverse and antagonizing; religions are hostile and politics local and exclusive; but science is as universal as Nature, its devotees are one in spirit and in purpose, and it is undoubtedly the supreme unifying element of the modern social state. It studies phenomena of every kind, and is equally at home in every place. Its perpetual aim is the dispassionate consideration of facts and the generalization of wider and more comprehensive truths. Eschewing all narrowness and prejudice, by the very nature of its discipline it tends to break down factitious limitations, it cultivates the spirit of large-mindedness, and is the great teacher of toleration, liberality, and catholicity. By leading to profounder agreements, by awakening broader sympathies and making possible more harmonious co-operations in the further progress of civilization, the extension of science is full of hopeful encouragement for the best interests of mankind. Under its influence men emerge into the light of new intellectual relations, new opportunities, and new responsibilities. The elevated sentiments by which men of science are more and more animated, were thus eloquently expressed by one of the distinguished presidents of the British Association, Sir John Herschel. He said: “Let selfish interests divide the worldly, let jealousies torment the envious; we breathe a purer empyrean. The common pursuit of truth is, of itself, a brotherhood. In these meetings we have a source of delight which draws us together, and inspires us with a sense of unity. That astronomers should congregate to talk of stars and planets; chemists, of atoms; geologists, of strata, is natural enough; but what is there; equally pervading all, which causes their hearts to burn within them for mutual unbosoming? Surely the answer of each and all—the chemist, the astronomer, the physiologist, the electrician, the biologist, the geologist—all with one accord, and each in the language of his own science, would answer, not only the wonderful works of God and the delight their disclosure affords, but the privilege he feels to have aided in the disclosure. We are further led to look onward through the vista of time with chastened assurance that Science has still other and nobler work to do than any she has yet attempted.—*Prof. E. L. Youmans in Popular Science Monthly for September.*”

EDITORIAL PARAGRAPHS.

THE FARMVILLE NORMAL SCHOOL.—At a recent meeting of the Board of Trustees of the Farmville Normal School the Faculty of the institution was completed by the election of the following teachers: Miss Bush, of the Connecticut State Normal School; Miss Gash, of North Carolina; Miss Lee, of the Connecticut State Normal School, and Mrs. C. T. Bartkowska, of Richmond, Va. Miss Bush was selected by Dr. Ruffner as Assistant Principal under the discretion allowed him by the Board of Trustees, Miss Lee has had experience in Normal school work in the Connecticut State Normal School, Miss Gash was highly recommended by Dr. Buchanan, a member of the Board of Trustees, and by Dr. Wiley, President of Martha Washington College in Abingdon, Mrs. Bartkowska is a graduate of the Richmond High School, and for several years past has taught with marked success in the Richmond schools.

Dr. Ruffner, Principal of the school, reports that the prospects of the school altogether seem fair for a successful session.

It is a great point gained that Virginia is committed practically to the Normal school as a factor in public education. The idea of its value, once lodged in the minds of the people, will grow till we have a number of such schools in the State. This will be the case unless the Farmville school is a failure. But there is no good reason why it should fail. Equipped as it is, with a learned and energetic Principal and experienced teachers, it ought not to fail. We have great confidence and hope in its success. It will not fail if the friends of public education give it the countenance and support which they ought. Let them all combine to forward its interests and make its success assured.

Book Notices.

THE NORMAL MUSIC COURSE. A series of Exercises, Studies, and Songs, Defining and Illustrating the Art of Sight Reading. Progressively arranged from the first Conception and Production of Tones to the most Advanced Choral Practice. **THIRD READER SUPPLEMENT.** By JOHN W. TUFTS and H. E. HOLT. New York, Boston, Chicago, and San Francisco. D. Appleton & Co. 1884.

The preceding books of the Normal Music Course, have taken the student over the music course, explaining the difficulties and using all the keys. This book, therefore, is not arranged on a strictly progressive plan. It contains a series of compositions, selected, adapted, and arranged from the best masters, and though designed as a supplement to the Third Reader, may be used just as well by seminaries or societies where compositions for female voices are required.

OUTLINE OF LECTURE NOTES ON GENERAL CHEMISTRY. By JOHN T. STODDARD, Ph. D., Prof. of Chemistry in Smith College. The Non-Metals.

AN OUTLINE OF QUALITATIVE ANALYSIS, FOR BEGINNERS. By JOHN T. STODDARD, Ph. D., Prof. of Chemistry in Smith College. Harris & Rogers, 13 Tremont Place, Boston. 1884. Price, 75 cents, each.

These two little manuals seem to be carefully prepared and well suited to the purpose for which they are designed.

THE FRENCH TEACHER. A Right System of Teaching French. Dedicated to teachers by Prof. E. C. DUBOIS, author of "Broken English." Boston: Lee & Shepard, publishers. 1884. Price, \$1.

This volume is highly recommended by those who have used Prof. Dubois' method, for its simplicity and the aid given, especially in pronunciation and the verbs. For sale by J. W. Randolph & English.

ADDITION MANUAL BY WHICH ADDITION IS MEMORIZED, AND THE SUM OR DIFFERENCE OF ANY TWO NUMBERS KNOWN AT SIGHT. By F. B. GINN. Ginn, Heath & Co., Boston, New York and Chicago. 1884. Mailing price, 20 cents.

The plan of the author is to teach pupils all the combinations of two numbers so thoroughly that the simple putting of the two numbers one above the other suggests, without thought, their sum, just as *c-a-t* is at once recognized as *cat* without spelling

it out. Then the combinations are extended until by steady practice great facility is acquired in adding columns. It contains some good suggestions for drill in adding and subtracting numbers.

GUIDES FOR SCIENCE-TEACHING. No. xiii. First Lessons on Minerals. By ELLEN H. RICHARDS. Boston: Ginn, Heath & Co. 1884. Mailing price, 10 cents.

Beginning with the observation of the characteristic qualities of a few familiar chemical elements, such as gold, silver, iron, oxygen, &c., children are led to their combination in well-known compounds, such as iron-rust, salt, marble, &c., and are prepared for the statement that about a dozen elements, in varied combinations, constitute the air, the water, and the solid crust of the earth, and that about a dozen more are common in small quantities.

A THOUSAND QUESTIONS ON AMERICAN HISTORY: An Outline of the History of the United States, in the form of Questions and Answers. Syracuse, N. Y.: C. W. Bardeen, publisher. 1884. Price, \$1.

The form used in this outline enables the author to take up the salient points of United States history, leaving out much of detail. The questions seem fairly to cover the ground, and the answers are clear, and in the main satisfactory.

WENTWORTH & HILL'S EXERCISE MANUALS. No. 3. Geometry. Boston: Ginn, Heath & Co. 1884. Mailing price, 80 cents.

The true test of mathematical training is the *power* which the learner has acquired over original problems. This little manual furnishes for geometry what has long been done for arithmetic and algebra—a collection of carefully graded exercises illustrating its principles. A syllabus of geometry is prefixed for convenience of reference and for reviewing of the subject.

SOPHOCLES' ANTIGONE. Edited on the basis of Wolff's Edition. By MARTIN L. D'OOGHE, Professor of Greek in the University of Michigan. Boston: Ginn, Heath & Co. 1884. Mailing price, \$1.

This is the first volume of the *College Series of Greek Authors*, edited under the supervision of J. W. White, L. R. Packard, and Thomas D. Seymour. The object of the series is to furnish, in rapid succession, editions of Greek authors, with notes which embody the best results of recent philological research. The plan contemplates complete editions of Homer, Thucydides and Herodotus, and of other Greek authors as far as practicable. The volumes of the series will be based upon approved German editions, whose introductions and notes will be freely translated into English, but the American editor will be at liberty to make such additions, substitutions and omissions as he deems necessary to adapt the books thoroughly to the use of college students in America. The publishers have given the series, as represented in the *Antigone*, a beautiful typographical form.

HOW WE LIVE; OR, THE HUMAN BODY AND HOW TO TAKE CARE OF IT. An Elementary Course in Anatomy, Physiology and Hygiene. By JAMES JOHONNOT and EUGENE BOUTON, Ph.D. New York: D. Appleton & Co., 1, 3, 5 Bond street. 1884.

This is a very elementary, but an exceedingly entertaining treatment of this subject. Beginning with obvious relations, its method is deductive, each new topic growing

out of the one that precedes it. It aims to present the laws of life in such a practical and reasonable way that they will become a guide to living. At the close of each chapter questions, not on the text, but on subjects suggested by the text, are appended.

A MANUAL OF THE GYMNAS TIC EXERCISES, as Practiced by the Junior Class in Amherst College, Amherst, Mass. Prepared under the direction of Dr. ED. HITCHCOCK, Professor of Physical Education and Hygiene. Boston: Ginn, Heath & Co. 1884. Mailing price 30 cents.

The manual gives directions for exercises in *marching*, and in the use of the *dumb-bells*, accompanied by some matters in reference to the measurements of the body and the muscles brought into play, which are of value to those interested in the physical development of pupils by these means.

A HAND-BOOK OF LATIN SYNONYMS, based on Meissner's "Kurzgefasste Lateinische Synonymick." By EDGAR S. SHUMWAY, Acting Professor (in charge) of Latin, Rutgers College; Principal of Chautauqua "Academia"; editor of "Latine." Boston: Ginn, Heath & Co. 1884. Mailing price 30 cents.

The author has aimed not to give an exhaustive discussion of synonyms, but a terse compendium whose sections should be germs to be more fully developed by the student. The synonyms discussed are only those used in classical Latin; each group is headed by that English word which expresses the most general meaning of the group. Clearness and conciseness have been studied, and the book is designed to aid not only college students, but also the pupils of the preparatory school.

SCHOOL-ROOM CLASSICS—IX. SEX IN MIND AND IN EDUCATION. By HENRY MAUDSLEY, M. D. Author of "Body and Mind," &c. Syracuse, N. Y.: C. W. Bardeen, Publisher, 1884.

This tract presents some thoughts on the education required for men and for women that deserve careful consideration, else educators may do serious damage ere they are aware.

A NATURALIST'S RAMBLES ABOUT HOME. By CHARLES C. ABBOTT. New York: D. Appleton & Co. 1884. Price \$1.50.

Our author has given us a delightful volume on the habits of the wild creatures which are found in the neighborhood of Bordentown, New Jersey. A fresh charm is imparted to the book by the fact that he tells in pleasant style of animals with which we are more or less familiar. The lover of natural history has a new pleasure in store for him in reading this volume.

For sale by West, Johnston & Co., 911 Main street.

TEACHING AND TEACHERS; OR, THE SUNDAY-SCHOOL TEACHER'S TEACHING WORK AND THE OTHER WORK OF THE SUNDAY-SCHOOL TEACHER. By H. CLAY TRUMBULL, D. D., editor of the *Sunday School Times* and formerly Normal Secretary of the American Sunday-school Union. Philadelphia: John D. Wattles, Publisher. 1884. Price \$1.50.

Dr. Trumbull's work has been written with special reference to Sunday-school work and the methods of succeeding in it; yet it is full of thoughts of interest and value to the secular teacher. These thoughts are expressed clearly and are amply illustrated; in fact, his book as a whole is an illustration of the plans proposed in it.

Part I is entitled *The S. S. Teacher's Work*, and under this head he discusses *The Teaching Process—Its Nature, Its Essentials, Its Elements, Its Methods*. In Part II he discusses *The S. S. Teacher's Other Work than Teaching—The Shaping and Guiding of Scholars*. The book is not only a good one in its purpose and execution, but an exceedingly handsome one.

A GREEK GRAMMAR FOR SCHOOLS AND COLLEGES. By JAMES HADLEY, Late Professor in Yale College. Revised and in part rewritten by F. D. Allen, professor in Harvard College. New York: D. Appleton & Co. 1884.

The grammar of Professor Hadley, the basis of the present grammar, appeared in 1860, and has been in use, unchanged in any way, since that time. The present editor has made various changes to bring it into nearer accord with the present state of learning. Some of these changes relate simply to the matter of arrangement, presenting more clearly the facts of the language; others, to the inflections and the formation of words; but especially in the syntax have great changes been made. Large credit is given in these last changes to Professor Goodwin, whose treatment of subordinate clauses has largely influenced the author's conclusions. The excellence of Hadley's grammar is too well established to need commendation. The labors of Professor Allen have, no doubt, made it still more valuable.

EDUCATION BY DOING. By ANNA JOHNSON, teacher in the Children's Aid Schools of New York City, with a prefatory note by Edward R. Shaw, of the High School at Yonkers, N. Y. New York: E. L. Kellogg & Co. Price, 60 cents.

In no way, perhaps, could we give a better idea of the aim and method of this book than by the following quotation from the prefatory note: "In observing the results achieved by the Kindergarten educators, I have felt that Froebel's great discovery of education by occupations must have something for the public schools; that a further application of 'the putting of experience and action in the place of books and abstract thinking,' could be made beyond the fifth or sixth year of the child's life. This book is an outgrowth of this idea, conceived in the spirit of the 'New Education.'

"It will be widely welcomed, we believe, as it gives concrete methods of work, the very aids primary teachers are in search of. There is a general desire and demand for better methods. The principles enunciated by Spencer, 'that science is evolved out of its corresponding art,' and 'that the abstract is to be reached by way of the concrete,' are as true in their applications with reference to teachers as to pupils. And, therefore, whoever gives concrete methods, based upon right principles, is doing the most to aid the great body of teachers, and is laying the surest foundation for a recognition of the principles of the science of education." It indicates concrete methods of teaching Arithmetic, Form, Geography, Color, and Language.

FENNO'S FAVORITES, No. 2, is a neat, paper-bound volume of 264 pages, containing one hundred choice pieces for reading and speaking. The editor, Prof. F. H. Fenno, author of the well-known text-book "The Science and Art of Elocution," has introduced a preliminary essay on "How to Impersonate," which supplements that in FENNO'S FAVORITES, No. 1, on "The Principles of Gesture." A trained judgment is shown in the selections; they are fresh and well suited to elocutionary purposes. The print and paper are excellent.

Our Advertisers.

—Messrs. Van Antwerp, Bragg & Co. ask the attention of our readers to the Eclectic System of Drawing, McGuffey's Revised Reading Charts, the Eclectic Writing Cards, the Eclectic Series of New School Wall Maps, and the New Eclectic Charts of Human Anatomy and Physiology. The firm is well known in the State for its reliability, its honorable dealing, and the excellence of its publications.

—Messrs. A. S. Barnes & Co. present a list of good books, some of which are already deserved favorites in Virginia. The firm may be relied on to fulfil all its promises.

—Messrs. Ivison, Blakeman, Taylor & Co. offer a list of books that have stood the test of the school-room, and have received the approval of many teachers. The standing of the firm is first class.

—Messrs. Houghton, Mifflin & Co. present the old favorite, Colburn's Intellectual Arithmetic, and with it Arithmetical Aids. The firm also publishes a large number of miscellaneous books. Parties dealing with them may expect reliability, promptness and courtesy.

—Messrs. J. B. Lippincott & Co. advertise their series of Readers and their Science Series, with Worcester's Dictionaries and their valuable Standard Works of Reference. Persons wishing their publications may correspond with them with the full assurance of fair treatment and prompt and courteous responses.

—The University Publishing Co. has long been a favorite in Virginia. It offers the books of our own scholars and may be counted on to do the right thing.

—Messrs. E. H. Butler & Co. offer a new edition of Bingham's Latin Grammar—a book thought by many teachers the best extant for beginners in Latin.

—Messrs. Beckwith & Parham offer everything that can be called for in their line. Don't forget the place, 1107 Main street.

—In the line of school furniture look at the advertisements of Thomas Kane & Co., Chicago, and the Buffalo School Furniture Co., Harrisburg, Pa.

—Messrs. Joseph Gillott & Sons, advertise their well-known and widely-used pens.

—For the Spencerian pen look at the advertisement of Messrs. Ivison, Blakeman, Taylor & Co.

—In the line of school bells, consult the advertisements of the Buckeye bell foundry and the McShane bell foundry.

—The Domestic Sewing Machine Co. calls attention to its excellent product, the light-running Domestic.

—The Fine Art Pub. Co. can supply you with beautiful cards.

—Messrs. G. P. Rowell & Co. can give you any needed information as to general advertising.

—The C. & O. Railway will take pleasure in transporting you, in pleasant coaches, through fine scenery, from the Atlantic to the Ohio.

Literary Notes.

The Woman's Century is the new name under which *Woman at Work* now appears. It begins its eighth year with the number for September. Its editor is Mrs. Esther T. Hough, and it is published in Brattleboro', Vt.

The Magazines.

THE NORTH AMERICAN REVIEW FOR OCTOBER.—Contents: Moral Character in Politics, Pres. J. H. Seelye; Why I Wish to Visit America, Rev. Dr. Augustus Jessopp; The Philosophy of Conversion, O. B. Frothingham; The Origin of Yellow Fever, Dr. C. Creighton; Shall the Jury System be Abolished; Judge Ro. Y. Hayne; the Genesis of Tennyson's Maud, R. H. Shepherd; The Development of Machine Guns, Lieut. C. Sleeman; The Benefits of the Tariff System, John Roach and others.

THE AMERICAN NATURALIST FOR OCTOBER.—Contents: The North American Geasters (illustrated), A. P. Morgan; On Catagenesis, E. D. Cope; The Crystalline Rocks of the Northwest, N. H. Winchell; Man in the Tertiaries, Ed. S. Morse; Editor's Table—Scientific Contrasts; Recent Literature; General Notes—Geography and Travel, Geology and Palaeontology, Mineralogy, Botany, Entomology, Zoology, Physiology, Anthropology, Microscopy and Histology; Scientific News.

OUR LITTLE ONES OF THE NURSERY.—Full of good things for the little folks. Price \$1.50. Russell Publishing Co., Boston, Mass.

POPULAR SCIENCE MONTHLY.—Contents for October: The Significance of Human Anomalies, (illustrated); Measurement of Character; The Recent Progress of Physical Science; Man's Right Over Animals; Fetishism of the Bantu Negroes (illustrated); Further Remarks on the Greek Question; The Chemistry of Cookery; The Origin of Cultivated Plants; Wages, Capital and Rich Men; Du Motay's Process of Ice-Making; Physiological Aspect of Mesmerism; Protection Against Lightning—II; The Morality of Happiness; The Cholera Germ; Curious Funeral Ceremonies; Sketch of Professor Lord Ravleigh (with portrait); Editor's Table—The Scientists at Montreal, The Elevation of Phrases Above Things; Literary Notices; Popular Miscellany; Notes.

THE ATLANTIC MONTHLY.—Contents for October: In War Time—XIX, XX, S. Weir Mitchell; The Battle of Lake George, Francis Parkman; Ave, Oliver Wendell Holmes; Relation of Fairies to Religion, E. B. Pennell; An English Literary Cousin, L. I. Guiney; The Lakes of Upper Italy—II; In Tuscany, Celia Thaxter; Minor Songsters, Bradford Torrey; Washington and his Companions Viewed Face to Face, George Houghton; Buckshot—A Record, J. H. Corbyn; Boating, A. M. Lord; The Migrations of the Gods, W. S. Liscomb; A Bourgeois Family, M. B. Wright; Southern Colleges and Schools, Charles Forster Smith; The Solitary Bee, Edith M. Thomas; Palmer's Odyssey; The Life of Bayard Taylor; The Contributors' Club; Books of the Month.

ST. NICHOLAS.—Contents for October: Frontispiece—"The Jester's Cap"; Slang; Resigned to His Fate, picture; The Story of King Rhoud, poem; The Biography of Bichard, four illustrations and a portrait; The Daisies of Daisydown; Braiding Mother's Hair, picture; Corny's Catamount—Tenth Spinning-wheel Story, Louisa M. Alcott; Youth and Age, verses; Lanty O'Hoolahan and the Little People, (five illustrations); The Romance of a Menagerie (two illustrations); Lost on the Plains (two illustrations), Joaquin Miller; Aunt Kitty and Her Canaries; "Letting the Old Cat Die," "Ho, for the Nutting-Grounds," pictures; Another Indian Invasion (eleven illustrations); Marvin and His Boy Hunters (concluded), two illustrations, by W. L. Sheppard; "Little Girl in the Glass, I Think I've Seen You Before," picture; A Fête-day in Brittany; Master Squirrel, poem, (full-page illustration); Historic Boys—Louis of Bourbon, The Boy King; "Stop!" Jingle (illustrated); Work and Play for Young Folk—An Announcement; On Teaching the Eye to Know What It Sees (nine illustrations); Our Young Artist, verses, (illustrated); For Very Little Folk—The Dog that Drove His Master's Cart, (illustrated); The St. Nicholas Almanac (illustrated); Jack-in-the-Pulpit (illustrated); The Letter Box; The Agassiz Association; The Riddle Box (illustrated).

THE OCTOBER CENTURY.—which closes the twenty-eighth volume of this magazine—contains the announcements of some of the features of the coming magazine year, chief among which is a profusely illustrated series on "Battles and Leaders of the Civil War," most of which will be written by Generals, either upon the Federal or the Confederate side, actually in command during the various engagements. Prefatory to these articles is the opening paper in this number, on "Lights and Shadows of Army Life," by George F. Williams, the well-known war correspondent, whose descriptions and anecdotes of the camp, the march, and the battle-field, and reminiscences of famous generals, are supplemented by engravings after the etchings of Edwin Forbes, the pictorial war correspondent.

LIPPINCOTT'S MAGAZINE.—For October contains: Along the Pictured Rocks, by D. D. Banta, (illustrated); A Twilight Reminiscence, by Philip Bourke Marston; Personal Reminiscences of Charles Reade (concluding paper), by John Coleman; Headstrong—A Story, by Elizabeth G. Martin; A School Without Text-Books by S. H. M. Byers; In an Orchard, by F. N. Zabriskie; Industries of Modern Greece, by Eunice W. Felton; A Lesson in Hochdeutsch—A Story, by Caroline R. Corson; Wit and Diplomacy in Dictionaries, by C. W. Ernst. Also a continuation of the charming serial story, A Week in Killarney, by the author of "Molly Bawn," "Phyllis," etc., and several chapters of Mary Agnes Tricker's serial, Aurora; together with other short stories, poems, and articles of interest upon current topics.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

FIRST VIRGINIA READING ASSOCIATION.—The selection of the course of reading as reported in this JOURNAL completes the organization of this Association, and nothing is now needed to make it a success except for superintendents and teachers to enroll themselves as members, procure the books and go to *work*. President Painter states that over a hundred have already joined. This will do for a start; but unless teachers and officers are dead to their own interests, as well as to the success of the schools, the number will soon reach a thousand.

We regard these associations as meeting a long-felt need, and, whilst they are voluntary, shall treat them as a part of our educational system; for whatever tends to inform and educate the teacher must redound to the advantage of our public free schools. We shall request from the officers of each association an annual report, giving in detail, its year's work, and shall publish the same in the annual report of this department for the information of all who are *interested*.

Parties who desire information will please refer to the "Official Department" of the September JOURNAL, or address Prof. F. V. N. Painter, Roanoke College, or Secretary Robert Snavelly, Wytheville, Va.

SUPERINTENDENTS' ANNUAL REPORTS.—We are thankful to say that all of the Superintendents' reports are at last in, and nearly all of the usual tables are ready for the printer. There has been some trouble in getting the financial part of the Superintendents' reports correct, due, in many cases—in fact we might say in all cases—to imperfect book-keeping on the part of the district clerks, who seem still to rely upon the county treasurers to keep their accounts. We have called attention several times to this matter, and as it has not had the desired effect, we now serve notice on Superintendents and trustees that, in the future, the law will be strictly enforced against all delinquents. Superintendents would do well to read the forty-third section *carefully*, and carry out its requirements literally.

This is the beginning of the school year, and now is the time to correct the errors and supply the defects shown to exist in getting up

the data for your annual reports for 1884. Attend to it whilst it is in your mind. In this connection we would be glad if you would examine forms upon which treasurers and clerks are required to report to you, and if you can suggest any improvement in them by which the information required can be more accurately obtained, we will be glad to consider any changes you may *suggest*.

The success of schools, like that of individuals, depends largely upon the skill and judgement with which the finances are managed, and, of course, all are bound to admit the importance of each district's keeping the accounts of its several funds accurately, and so plainly and fully that any citizen of average information can understand them. Superintendents would save themselves trouble and secure greater accuracy if they would cause a regular system of keeping accounts to be adopted by all the districts in their respective counties, as it would secure uniformity and greatly facilitate the work of the County School Board in examining accounts and making up its reports to the supervisors and to this office—to say nothing of the labor saved to the Superintendent in making up his report.

STATE NORMAL SCHOOL.—This institution opens the 30th of this month, and the indications are that there will be a good attendance of pupils. Superintendents who have not made their reports to Principal Ruffner should do so at once, as it is impossible for him to proceed with the selection of students, either fairly or intelligently, without these reports. Remember this school is intended to educate teachers for the public free schools of Virginia, and every school officer should feel a deep interest in its success, and should do everything in his power to promote the same.

VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE.—This institution opened on the 3d of Sept., and we are informed by President T. N. Conrad that one hundred and twenty students have already entered, and this number will likely be increased to one hundred and fifty in a few weeks. This is encouraging, but still the number is not what it should be, as the institution possesses everything needed to impart a thorough education, and its reasonable charges place it within the reach of every enterprising young man in the State.

The 240th section of school law provides the mode of selecting State students, and is as follows :

“A number of students equal to twice the number of members of the House of Delegates, to be apportioned in the same manner, shall have the privilege of attending said college without charge for tuition, use of laboratories, or public buildings, to be selected by the school

trustees of the respective counties, cities, and election districts for said delegates, with reference to the highest proficiency and good character, from the white male students to the free schools of their respective counties, cities, and election districts, or, in their discretion, from others than those attending said free schools."

From this it is seen that some of the counties have not availed themselves of the advantages of the law, and have no representatives at the college. Is it asking too much of school officers when we urge upon them the great importance of sending on their students? This institution is intended as a means to strengthen and extend our public free school system. The law leaves it to the discretion of the school trustees of the respective counties to determine who shall be recommended as State students under the provision just quoted, and it seems to us that, by proper effort, it might be made a great incentive to good scholarship in our public schools by recommending only the best students from them. Those not connected with the schools can obtain catalogues and all other information by addressing President T. N. Conrad, Blacksburg, Va.

FIRST VIRGINIA READING ASSOCIATION.—The committee appointed by this association to select "the course of reading" to be pursued by its members, met at the office of the Superintendent of Public Instruction the 24th instant, and after carefully considering the books submitted by President Painter, decided to add one book and adopt his list as follows :

Methods of Teaching, by Albert N. Raub, Ph. D., Principal of Central State Normal School, Loch Haven, Pa.

The Art of School Management, by J. Baldwin, late President of the State Normal School, Kirksville, Mo., now of Sam Houston Normal School, Texas.

Principles and Practice of Teaching, by James Johonnot.

Mental Science and Culture, by Edward Brooks, Principal State Normal School, Millersville, Penn.

Raub's School Management.

Brooks's Normal Methods of Teaching.

Hewitt's Pedagogy, by Prof. Hewitt, Principal Illinois State Normal School.

SCHOOL WORK FOR THE YEAR ENDING JULY 31ST, 1884.—Below we give a summary and comparison of the school work for the year 1884, which shows a very gratifying improvement. We find

that we had 6,356 schools in operation as against 5,974 the year previous. The reports show a steady and healthy increase in all respects, and the growth and prosperity of the system is forcibly indicated by the number of new schools opened and the number still needed to accommodate the children. How this pressing demand is to be met we cannot tell. We cannot hope for any increase of our school funds this year, and will be gratified if they are not reduced.

The Blair Educational Bill, which passed the Senate of the United States and was allowed to die in the House of Representatives, a large majority of whose members claimed to be its friends, would have given us about \$485,000 this year and over double this amount next year, which would have enabled us to have opened this year the 754 schools shown by the Superintendent's reports to be still needed, and to have run the whole 7,110 a session of seven and a half months instead of six, the length of the last school session. Surely the next Congress will give us help. Our State and County governments are paying about all they can stand to aid education. The amounts contributed for all purposes of the system last year will aggregate over \$1,400,000. Then what are we to do? We must either have help from the National Government or many of our children will grow up without the advantages of even a common school education. Let the friends of public education take heart and press the work, and Congress will be bound to grant us the aid we need and *are entitled to*.

SUMMARY.

	1883.	1884.	Increase.
Schools opened—White.....	4,259	4,488	229
Colored	1,715	1,868	153
	5,974	6,356	382
Number of schools yet needed—White.....	549	354	
Colored.....	465	407	
	1,014	761	
Average number of months taught: 1883, 6; 1884, 6.			
	1883.	1884.	Increase.
Number of graded schools (included in number reported above)—White.....	221	244	23
Colored.....	66	77	11
	287	321	34

	1883.	1884.	Increase.
Pupils enrolled—White.....	177,412	184,720	7,308
Colored.....	90,948	103,310	12,362
	<u>268,360</u>	<u>288,030</u>	<u>19,670</u>
Number in average daily attendance—White...	102,155	106,907	4,752
Colored.....	48,850	56,462	7,612
	<u>151,005</u>	<u>163,369</u>	<u>12,364</u>
Num'r studying the higher branches—White...	5,850	7,250	1,400
Colored..	801	1,024	223
	<u>6,651</u>	<u>8,274</u>	<u>1,623</u>
Teachers—White.....	4,720	4,794	74
Colored	1,277	1,583	306
	<u>5,997</u>	<u>6,377</u>	<u>380</u>
Average monthly salaries—Male.....	\$29 62	\$30 32	
Female	25 84	26 39	
School-houses— Whole number.....	5,291	5,701	410
Number built.....	351	434	83
Owned by districts.....	3,093	3,580	487

ANNUAL REPORT OF COUNTY SCHOOL BOARD.—Section 84 of school law provides that county school boards “shall make an annual report to the Superintendent of Public Instruction, on or before the 15th of August in each year, which shall give *in detail the official acts* for the year ending the 31st day of July preceding.” This report has not been made, and a circular was sent out a short time since, calling the attention of County Superintendents to the fact, as they are *ex officio* chairmen of said boards. We did not send out blanks because we thought the requirements were so plain and *explicit* that the boards would have no trouble in understanding what was needed. But, to our surprise, we have received over twenty letters from Superintendents inquiring what we want; and we desire to answer all these enquiries here by inviting their attention to the section referred to, and by stating that we only want what the law says they shall furnish, to-wit: “*Shall give in detail its official acts for the year ending the 31st day of July, 1884.*”

TEACHERS' INSTITUTES.—Superintendent R. A. Hamlet, of Camp-

bell county, writes : " The annual Institute of teachers of this county was held at Campbell C. H. on the 9th and 10th October. Thirty-five teachers were present at the opening and several others came on the following day. After the usual religious exercises, the work of the Institute was entered into, and the subjects taught in the public schools discussed. The embarrassment usually occasioned by such meetings soon wore off, and the discussion assumed the style of a social conversation, instead of " long-winded speeches." The ladies participated freely in all the exercises of the Institute, and thereby gave valuable information and assistance. Those teachers who had attended the Normal Institute held at Wytheville gave us the benefit of the instruction received while there, which was highly appreciated by all, both patrons and teachers. Their presentation of instruction received has awakened a lively interest in Institute work, and, I think, will be of great benefit to the cause. The short time (two days) consumed in the annual Institute was deemed insufficient to admit of as full discussion of the subjects taught, plans, &c., as was desirable, and it was resolved to continue the exercises by appointing institutes to be held in the several school districts. A district institute was therefore appointed for Otter River district, to be held second Friday in November, at Lynch's Station ; for Seneca district on second Friday in December, at Winston's school-house ; for Falling River district, second Friday in January, 1885, at Hat Creek ; for Brookville on second Friday in February, 1885, at Miss Caudler's school-house. The teachers manifested a laudable interest in the proceedings and seemed eager to make themselves more efficient in their duties."

Superintendent H. T. Tucker, of Amelia, reports a county institute held at Amelia C. H., on October 9th, at which twenty three teachers were present. After formal organization and appointment of W. C. Butler, secretary, the following committee on permanent programme was appointed : Mrs. Marshall, Miss Scott, Miss Rowlett, Miss Orgain, Mr. Southall, and Mr. Enroughty. The committee reported a very full programme, embracing all the leading subjects of public education, which seems to have been fully carried out.

The session lasted two days, and the time appears to have been pleasantly and profitably employed. We regret that want of time and space will not allow us to give the proceedings as reported in full to this office by Secretary W. C. Butler. We are always glad to receive these reports and notice them in the JOURNAL, but our space being limited must request that they be condensed as much as possible and confined to the main and leading features of the occasion.

SCHOOL LAW OF VIRGINIA.

(Continued from page 410.)

COUNTY SCHOOL BOARDS—THEIR POWERS AND DUTIES.

What property is vested in the board.

81. The county superintendent of schools of each county of the state, or in case there are two in a county, both of such superintendents, together with the district school trustees in each county, including those in cities of the second class, shall, for certain purposes hereinafter specified, constitute a body corporate under the style of "The County School Board of County," and may, in its corporate capacity, sue and be sued, contract and be contracted with, and take, hold, and convey property. This board shall be subject to the higher authorities in like manner as the district boards.

82. The county superintendent of schools for each county shall be *ex officio* president of the county school board, or if there be two superintendents, the one first appointed shall be president, and the other shall be vice-president of the board. Should there be but one superintendent of schools in the county, it shall be the duty of the county school board, at its first meeting, and on the occurrence of a vacancy afterwards, to elect one of its members vice-president.

83. It shall be the duty of the president to call meetings of the board whenever, in his judgment, such meetings are needed, and also whenever requested to do so by two chairmen of the district boards in his county.

84. The county school boards shall make and record, in a bound volume, by-laws and regulations for its own government and for carrying out all duties imposed upon it by law; and it shall keep, in another bound volume, a record of the proceedings of each meeting. It may appoint a clerk at discretion, who shall receive as compensation two dollars per day for each day actually employed, which compensation, together with necessary contingent expenses attending the transaction of business by the board, may be paid out of any funds under the control of the board.

85. The board shall hold a regular annual meeting between the first and fifteenth of August, the exact day to be fixed by the board itself, or in default thereof, by the president.

86. All money, bonds, stocks, debts, funds, effects, and other property, real or personal, now held by individuals by virtue of their late office of school commissioner or overseers of the poor, of any of the counties of this commonwealth, except the county of Loudoun, under any act heretofore passed by the general assembly of Virginia, acquired by or derived from the sale of Glebe lands, or from any other source, formerly belonging to any of the said counties, and applicable to school purposes; also such real or personal estate in any of the said counties as belonged to the former board of the Literary Fund, together with any other funds or property which was, in any manner, set apart for school purposes, but which has been practically abandoned, or

is without trustees; and any funds or property that may be hereafter set apart for public free school purposes, and all donations by will, deed, or other conveyance, heretofore or hereafter made for school purposes shall, on and after the passage of this act, be vested in the said county school board of the said counties respectively, unless inconsistent with the grant or devise, upon such terms and conditions for the security of the same as the court of said county shall prescribe. The said board shall, when not inconsistent with the terms of the grant or devise, invest and manage the same, and apply the profits thereof for the purposes of education, in the same manner and under the same restrictions as the general school fund of the state is applied under the general school law of the state, except the said boards are authorized to apply such portions of the profits of the funds as in their judgment may be necessary to the erection of school houses in their said counties respectively, or to the purchase of school apparatus for the use of schools; and provided further, that such disposition is not in conflict with the will of the grantor or testator. In cases where funds or other property are held by trustees for purposes of common school education, the county school board shall have power, and it shall be its duty, to examine into the manner in which such trusts are administered; and all such trustees are hereby required to render reports to the county board whenever called on, and to afford every facility wanted by said board, in order to obtain a full understanding of all the points connected with such administration; and should such examination reveal any defect or irregularity in the administration of such trust funds or other property, it shall be the duty of the county school board to take immediate measures for carrying the matter before the civil courts. In cases where donations or other funds have been set apart for the education of the poor, the county school board is authorized to receive and apply the same in connection with the public free schools, in obedience to the will of the donor. The county school board of any county may employ counsel and provide for and direct the payment of reasonable attorney's fees, whenever such action may be necessary, for effectuating the purposes and objects of this section, or for the protection of the public schools of the county, or of any school district thereof, from loss or detriment from any cause; provided, that no such fee shall be paid or allowed by such board unless and until the same shall have been approved by the court in which such litigation was had; and provided further, that nothing in this act contained shall be construed to apply to the twenty-fifth clause of the will of Samuel Miller, deceased, or in any wise to affect or impair any rights or interests whatsoever, either public or private, arising under said clause.

87. The county school board shall make an annual report to the Superintendent of Public Instruction on or before the 15th of August in each year, which shall give in detail its official acts for the year ending the 31st day of July preceding.

Duties and Compensation of County Treasurer with Reference to School Board.

88. The county treasurer shall, in all cases, collect, disburse, or invest the funds placed under the control of the county school board by the provisions of this act, in accordance with the direction of said board, and shall receive such compensation as the board may determine; provided, that the same shall not be less than one nor more than two per cent. upon the amount received. For the proper application of all such funds, he and his sureties upon his official bond shall be liable.

General Rules for Officers.

89. Higher officers may temporarily discharge, or make special provision for the discharge of the duties of the lower, in cases of absence, neglect, disability, or unsupplied vacancy.

90. No member of the Board of Education, nor any county superintendent of schools, nor school trustee, nor any other school officer, nor any teacher of a public free school, shall have any pecuniary interest, directly or indirectly, in supplying books, maps, school furniture, or apparatus to the public free schools of this state, nor shall act as agent for any author, publisher, bookseller, or dealer in any such school furniture or apparatus, or directly or indirectly receive any gift, emolument, reward or promise of reward, for his influence in recommending or procuring the use of any book, map, or school apparatus, or furniture of any kind in any public free school of this state. And any school officer or teacher who shall violate this provision, besides being removed from his post, shall be subject to a penalty of not less than ten nor more than five hundred dollars. Exceptions to the requirements of this section may be made by the Board of Education, in the case of a school officer being the author of school books or maps, or the inventor of school furniture or apparatus, in which case the Board of Education may, at its discretion, make specific arrangements whereby such school officer may, if his book or invention be adopted by proper authority, enjoy the benefits of the proceeds thereof without offence; provided, that no unfair advantage be allowed over other competitors in securing the adoption of the book or invention.

91. All school officers going out of office shall deliver to their successors the records and all official papers belonging to the office. In case of the refusal or failure of any officer to do so on demand by his successor, he shall forfeit not less than twenty-five nor more than one hundred dollars therefor, and a like penalty for each month during which he shall persist in withholding the same.

92. Any county superintendent of schools, school trustee, or other school trustee, or any teacher in a public free school, who shall, by malfeasance or neglect, offend against the provisions of this act, if no other specific penalty be prescribed, shall be subject to a fine of not less than five nor more than fifty dollars for each offence.

93. All penalties and forfeitures imposed by this act upon a county superintendent of schools, shall be for the benefit of the public free schools of the county, and all penalties imposed upon school trustees, or other district school officers, or upon teachers shall be for the benefit of the public free schools of the district where the offence is committed. The suit for such penalties shall be in the name of the commonwealth, and if prosecuted in a court of record, it shall be the duty of the attorney for the commonwealth for the county to conduct the same. It shall also be the duty of the attorney for the commonwealth and any school officer of the county, or of any school district, as the case may be, to set such prosecution on foot; provided, that if a penalty shall be inflicted for any such offence by any of the school authorities in pursuance of this act, the party shall not be a second time subjected to a penalty therefor.

OF TEACHERS; THEIR DUTIES; CERTIFICATE OF COMPETENCY.

Contracts with them; may suspend pupils; their exemptions; meetings of teachers.

94. No teacher of a public free school shall be employed, or shall receive any pay from the public funds, unless he or she shall hold a certificate of qualification in full force, given to him or her by the county superintendent for the county within which he or she is employed. No such payment shall be allowed, if made, and any officer who shall make or sanction it, shall also be subject to a penalty of not less than five nor more than fifty dollars.

95. Every teacher in a public free school shall keep a daily register of facts pertaining to his school, in such form as the school regulations shall require, and shall be responsible for the safe-keeping and delivery of the same to the clerk of the school district at the close of the school term, or of the period of his service, whichever shall first happen.

96. Written contracts shall be made with all public free school teachers, in a form to be prescribed by the school regulations, before they enter upon their duties. Such contracts shall be signed in duplicate, each party holding a copy.

97. A teacher of a public free school may, for sufficient cause, suspend pupils from attendance on the school until the case is decided by the board of school trustees, which shall be with as little delay as possible.

98. A teacher of a public free school, whilst acting as such, during vacation as well as during the school term, shall enjoy the same exemptions which are granted to school trustees.

TEACHERS' INSTITUTES.

99. The board of education shall have power, at its discretion, to invite and encourage meetings of teachers at convenient places, and to provide addresses to be made before such meetings touching the processes of school organization, discipline, and instruction: provided, that no public money shall be expended for the purposes of this section: that no such meeting of teachers shall be held during the period of the year when the schools are or should be open; that no teachers shall be compelled to attend such meetings, nor be paid for attendance.

OF SCHOOLS AND SCHOOL PROPERTY.

100. School houses, school furniture, school apparatus, and all other school property pertaining to each school district, shall be vested in such district and, held by it as a corporation, in pursuance of section seventy-five preceding.

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Editor of Official Department,

R. R. FARR,

Superintendent Public Instruction.

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THE Educational Journal of Virginia.

Vol. XV.

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No. 11.

Value of Literary Culture to the Teacher.

By J. E. STUBBS.

I.

Culture! The very word "marshals us the way that we were going." It brings us into sympathy with the world of life and growth around us; into relationship with the harvests ripening in our fields, with the herds browsing o'er our meadows, the trees in our woods and orchards, and with the birds whose voices fill the air with melody.

Wise is the face of nature unto him
Whose heart, amid the business and the cares,
The cunning and bad passions of the world,
Still keeps its freshness, and can look upon her
As when she breathed upon his school-boy face
Her morning breath.

It makes us partakers of that sovereign spirit and purpose which, working in harmony with nature, yet controls and guides her to better results—a spirit and purpose which find their every-day expression in the improvement of soils and in the development of varieties in fruits and flowers, in grain and stocks. The time when the farmer may rely upon the natural productive power of the soil is past, never to return. The hills of Western Pennsylvania were long considered of little worth for tillage; but now, by the liberal application of lime to the soil, they produce bountiful harvests of golden grain. Now, in the rich corn-fields of the South and West, the husbandman seeks to grow two ears of corn, and of a better quality, where but one was grown before.

The object of high breeding in the varieties of fruit and stock is to secure the best qualities with the least expenditure of material. Hence, with intelligent foresight and application, men have bred into

one variety the excellent qualities which before were found only in several varieties. So that now upon the farm may be found the blooded horse, bred for speed or strength—the blooded cow, bred for beef or butter; in the orchard grow the hybrid fruits, rich in all excellence of color and flavor; while in the garden bloom cultured flowers of surpassing beauty and sweetness.

Culture and cultivation! Take down your lexicon for a moment; note that these two vigorous words spring from the same root, and that their meanings, literal and tropical, shade into each other at every point. Springing into life with the first marked development of civilization, they carry the flavor of the soil and its tillage into ideas which are pictures of the best qualities of character. Observe that culture and cultivation both represent care-taking—the elimination of the bad qualities, the development of the good—and that this idea is carried throughout up the scale of physical, mental, and moral growth, until it culminates in ideas of honor and reverence to the Supreme Ideal of all excellence.

It is evident, therefore, that the limitation of the word culture to mere polish of manners acquired from the conventional usage of good society, or to mere ornament of thought or diction—a limitation, by the way, which has become quite common—is an unjust application of a noble word. Training, discipline, development, growth, improvement, refinement, excellence, honor, worth, and worship—such are the words that are kinsmen to the word culture. There is nothing superficial about these. They relate to the highest and holiest ideas which engage the minds and hearts of men. Culture belongs to character. It concerns the mental texture and moral fibre of the man. It is a growth. It is a life.

With this understanding of the scope of the word culture, let us consider the following important preliminary proposition:

PERMANENT INFLUENCE OF EARLY ASSOCIATIONS UPON CHILDREN.

Childhood is an impression, middle life is a duty, old age is a memory. And the success and honor of the second, with the sweetness and beauty of the third, are largely determined by the character of the first. Says Daniel Webster, "It was from my conversation with Uncle Daniel Wise, an old sailor and fisherman, who had been 'round the world and seen many countries, that I got my love of geography, and my first knowledge of the manners, the customs and the costumes of the various lands and peoples of the globe. It was

these conversations that excited in me a love of knowledge, and made me an ardent reader." But it is to be remembered that the associations which give these imperishable impressions to childhood are dependent upon the will and wisdom of the parents and teachers to whom, to meet the demands of their position, is given the heaven-inspired law, "To be childlike is to be divine." Richter thus beautifully expresses the same truth: "I love God and little children."

There is nothing too trivial in child-life to pass unnoticed and unstudied; for its hours of play, no less than its hours at home and at school, are its teachers. As the young tree, through root and leaf, receives from sun and air that which nourishes its growth, so does childhood, through eye and ear and touch, drink in with unconscious eagerness whatever ministers to the demands of its absorbing powers. Childhood is alert to every change of color, to every variation of tone. It is affected by every play of emotion on the human face. Hence it seems to me that it is not too broad a generalization to say that childhood's hours of unconscious teaching give to it the most abiding lessons. The interest which childhood has in every living thing, its love for the fields with their flowers, the woods with their birds, the creeks with their fishes, its eager questionings of the clouds and the stars—what are these but the voice of the prophet in the wilderness, saying to every teacher, "This is the way; make the child's path straight."

The function of the teacher is to create the conditions, the atmosphere, in which the child shall "live and move and have its being." Life is not a dogma. Childhood thrives not by rule. I have in mind to-day a familiar illustration of the permanence and practical value of these early associations. A few years ago, near an Ohio village, there lay a farm for which nature had done much, but its owner very little. The farm seemed to grow more ragged and the land more sterile every year. Everything about it seemed to share in the general decay. Indeed, it might have been taken for the original of Goldsmith's lines,

Ill fares the land, to hastening ills a prey.

But, after a time, the farm came into market, and passed into the possession of a young man who was just setting up a home for himself. One afternoon of a bright June day not long past, while driving along the highway which skirts this farm, my attention was arrested by a landscape of surpassing beauty. At the edge of a thrifty or-

done to prepare one to teach a single child? much more, to teach fifty children, of fifty different natures, from fifty different homes! Hamlet's advice to Guildenstern touches the thought keenly: "You would play upon me; you would seem to know my stops; you would pluck out the heart of my mystery; you would sound me from my lowest note to the top of my compass; and there is much music, excellent voice in this little organ; yet you cannot make it speak. 'Sblood! do you think I am easier to be played on than a pipe?"

Mr. Emerson said to his daughter, who wrote asking him if she should study Greek, botany, or metaphysics, that it made no difference what she studied; the question was *with whom* she studied. There is an accurate perception of the relation of the teacher to his work, expressed in this remark. The true teacher is a personal force that acts upon the pupil in a thousand ways not made manifest through the daily lessons. Character culture counts highest in the work of the school-room. To test the truth of this observation, go back in memory to that teacher whom you remember with grateful esteem, and the value of whose instruction has been confirmed by your maturest judgment. Carefully analyze your opinions and feelings, and then tell me if the teacher's personality has not left the most abiding impressions upon your powers and character.

The value of a rich and generous culture to the teacher can be measured only by the worth of every immortal soul that may come under his influence and teaching. For the attainment of such culture, the study of letters—English literature—offers the best and readiest means. By literary culture I understand culture, not *in* letters, but *by means of* letters. In other words, that companionship with the best writings in the English language—those that are adjudged to be literature by recognized authority—will cultivate those refined and noble qualities which are the marks of the cultured man or woman; and who can be denied the companionship of such writings, since, like the wine and milk of prophecy, they can be had almost without money and without price? It must be admitted that the vocation of teaching has a tendency to narrow one's range of thought, and exalt unduly one's sense of personal authority. Dealing with immature minds, with studies limited in their range, and, as is too often the case, with no clear perception of the deep underlying principles which should govern his life and work, the teacher oft becomes a mere pedagogue. Goldsmith's lines are not altogether a caricature:

Yet he was kind, or, if severe in aught,
The love he bore to learning was in fault;
The village all declared how much he knew;
'Twas certain he could write, and cipher too;
In arguing, too, the parson owned his skill;
For e'en though vanquished, he could argue still;
While words of learned length and thundering sound
Amazed the gazing rustics ranged around;
And still they gazed, and still the wonder grew
That one small head could carry all he knew.

But a familiar acquaintance with literature will correct this tendency. It will make the teacher a citizen of the world.

The advantages of travel, the riches of art, the resources of science—in short, all the treasures of lands unseen and races unknown, of sea and earth and sky, are within his reach.

He shares in the exalted emotions which come from every heroic achievement, and is a partaker in every movement and measure that looks towards the elevation of his race, or the improvement of his social surroundings. Literature is universal in its teachings and sentiments. Literary culture knows no limits of race or country. It stimulates every faculty, enlarges every subject, and strengthens every worthy purpose.

The school-room is the "theatre of those life-long labors which theoretically are most noble and practically the most vexatious in the world." Dreary indeed is the schoolmaster's life, weary indeed are his labors, if there be not in his inner life a living fountain whence come, at all times and under all circumstances, those refreshing waters which have their secret spring deep in the noble literature of his mother-tongue.

Cares and trials will seek in vain to dry up the invigorating and renewing sources of his life; for, like the fountains in Spain, mentioned by Longfellow, though filled with accumulated stones and rubbish, the waters continue to force their way upward and outward, leaving a rich green life on every side.

In his pen picture of Mr. Churchhill, the same writer has illustrated for us the renewing power of literature upon the worn and wearied nature. Here is a part of the picture: "To the people in the village Mr. Churchhill was the schoolmaster, and nothing more. They beheld in his form and countenance no outward sign of the divinity within. They saw him daily moiling and delving in the common path like a beetle, and little thought that under that hard, cold exterior lay folded delicate, golden wings, wherewith, when the day

was over, he soared and reveled in the pleasant evening air. With a feeling of infinite relief he left behind him the empty school-house, into which the sun of a September afternoon was pouring. All the bright young faces were gone. All the impatient little hearts were gone. All the fresh voices, shrill but musical with the melody of childhood, were gone. Casting a furtive glance at the last caricature of himself in red chalk on the wooden fence close by, he entered with a light step the solemn avenue of pines that led to the margin of the river. At first his step was slow and nervous, and he swung his cane as if aiming blows at some invisible enemy. Though a meek man, there were moments when he remembered with bitterness the unjust reproaches of fathers, and their insulting words. But as he walked his steps grew slower and his heart calmer. The coolness and shadows of the great trees comforted him, and he heard the voice of the wind as if it were the voice of spirits calling around him in the air. So that, when he emerged from the blacklands into the meadows by the river side, all his cares were forgotten."

I venture to say that oftimes a sympathetic reading of Kavanaugh will do the average teacher more good than the reading of the best book on the "Art of Teaching" ever written. He who has drunk copiously from the fountain of inspiring, instructive literature will never again dwell in the desert of barren effort. These books, made precious by experience and companionship, are friends always at hand to minister to our needs.—*Ohio Educational Monthly*.

Pulpit Pronunciation.

By PROF. JAS. A. HARRISON.

An anecdote is told of an American who sauntered easily into one of the *cafés* of a certain Parisian boulevard, seated himself negligently at a table, and informed the *garçon* confidentially that he wanted for his breakfast some *poison fricassée*. "*Monsieur?*" inquired the astonished Gaul. "*P-o-i-so-n fric-as-see,*" responded the beaming customer, syllabifying the mysterious vowels as well as he could, and, at the same time, bubbling over with his reminiscences of "fried fish for breakfast" at home. "*Monsieur ne se porte pas bien?*" inquired the waiter, sympathetically, thinking that the morning caller was contemplating suicide.

One is reminded of this anecdote in listening to the feats of pro-

nunciation and enunciation perpetrated, from Sunday to Sunday, at many of our fashionable churches throughout the land. Not only is such Bible-reading as is given often a dead and lifeless thing in itself, but it is faulty in execution, slovenly in enunciation, absolutely misleading in emphasis. There is no conception of the chapter or the passage read as a whole. The congregation is hurried from verse to verse, from parable to parable, without intelligence, without comprehension of the vital threads connecting each burning word with its neighbor. The stammering tongue of the reader stumbles over *ands* and *ifs* and *buts* as if they were mill-dams in the rush of his oratory. Bits of immemorial Scripture, wrought into the inmost substance of our memories, are garbled. The beautiful cadence of passages that we have brought with us from our childhood loses all its music in the haste of a harsh, or a guttural, or a careless utterance; and, at the conclusion of all, one's hair is made to stand on end by the announcement that the congregation will continue the *washup* of God by singing the 331st *sam*.

It is not enough that the clergy should be our spiritual physicians, our *lampadephoroi*, bearing their torches and throwing spiritual radiance into the dark corners of the interior life for us—living flambeaux in the moral catacombs. We should like them, without being too exacting, to lead their large following in matters of elocutionary or orthoëpical propriety, bring with them to their pulpits the aroma of a cultured life, cultivate purity of pronunciation as well as keenness of speech, and not forget, in the coils of an argument, that there are such things as vowels and consonants, accent and appropriate stress in the language which many of them use so skillfully. A vulgar pronunciation is almost habitually the evidence of a thing unseen—a vulgar mind or a mind steeped in associations the reverse of scriptural. When one sits down in one of our beautiful churches, amid the pealing of solemn organs and the glowing of lovely light in chancel windows, surrounded by everything that conspires to a devout and tender meditation, and then is saluted with a long harangue on the *mawl* law, or invited to take up one's *tross* and aspire to a *trown* of righteousness, one's feeling of reverence is apt to be sorely mingled with secular discontent. The trampled vowels, the maimed and trampled consonants, cry aloud for vengeance, and we return to our homes, protesting against the descent of *tlouds* upon our devoted heads, however passionately the grand *benedicite* may have been sung.

One of our most vivid recollections of western travel is that of an

Englishman, of extraordinary configuration and accent, who, ascending the pulpit in a certain "cathedral" in Utah, announced his text from the new and unknown evangelist, *Sint Leuke*. In fact, to assist at many of our metropolitan or our rural services is to make a continual series of novel and startling discoveries in orthoëpy. From the Ethiopian, who is "gwinter pint at my brødderin de *pistol* what Poll pinted at de Krinshuns," to the logician, who wrestles with innumerable *thuffores* or *wuffores*; from the ingenious Mystic, who, in a rapture of interpretation, discourses of Simon the *Leaper*, to Spurgeon, thundering out a text from Deuteronomy, all seem determined to contribute their part to the genesis of novelties in English speech. With some there is a perpetual injection of strange and incongruous consonants into words and syllables already superabounding with them. *Bordy*, *dorctrine*, *forlly*, *corndemnation*, *wagers*, *Revelations* (which Dr. Oliver Wendell Holmes perpetuates in one of his books), follow one another in no unusual succession. With others we are treated to revised pronunciations, like John the *Babtist*, *Nickerdemus*, *Judyism*, *Trist* (the new deity whom we are called upon continually to worship); and our abhorrence of a certain Roman official is (seemingly) intentionally heightened by the new and astounding relation in which he is made to stand to us as *Ponshius Pilot*!

Imagine the consternation in a certain corner of one of our evangelical churches when two lines in one of our most perfect hymns were read in this wise :

"Oh! could I speak the matchless worth,
Oh! could I sound the glories forth,
Which in my Saviour shine,
I'd *saw* [soar!] and touch the heavenly strings,
And vie with *Gable* [Gabriel] while he sings," etc.

Apart from the abominable *ither* and *nither* which our hebdomadal discourses more and more abound (no American pronunciation but a result of Anglomania), there are many false pronunciations of proper names and every-day English words, to which the attention of the clergy should be called. There seems to be an increasing tendency to drop the *g* of the present participle (*goin'*, *comin'*), to speak of *shadders* and *widders* as if there were no such combination as *ow*; to slur all the vowels into an obscure and unmelodious *u* (*evul*, *troubul*, *ojus*, *committud*, *promus*, *wuz*, *majusty*, *infirmuty*, *thum*, *anguls*), while in the annual celebration of Lent, we pray the Creator to hear "our *solæmn litirgy*," and endeavor (vainly) to approach "nearer" to

a certain unintelligible Gaud who is the object of the adoration of unkempt and unshaven choirs. How often on our knees have we repented ten-fold over our negligences and ignorances, or, in the commandments, been reminded to keep holy the Sabbath day, etc.; for on these "hang all the law and the profits!" The elimination of *h* ('umble, W'it Sunday, etc.), is a too common phenomenon in the utterance of our too unaspiring or unaspirating clergy. The conversion of glory into *d'lory*, of creatures into *treasures*; the creation of new adverbs like *eventisherly*, *actsherly* (actually), with a view, probably to liturgical enrichment; the quoting of one of the minor evangelists as *Jeems* (a favorite Virginianism); the transformation of many of the noble prayers and collects of an incomparable service to the uses of a halting and ignorant tongue, are items in a disease, of growing prevalence, which is contributing its quota (it may be infinitesimal) to the increasing separation between the church and the laity. Congregations perpetually pelted with *idea's*, with dropped *t*'s and swallowed *r*'s (*fas'*, *las'*, *befo'*, *mo'*), are likely in the end to weary, not only of mispronunciation but of preaching. To the "noble army of martyrs" in the *Te Deum* is added an innumerable host in the pews. The minister who, in the general confession, repeats so glibly the ancient and noble penitential that invokes mercy on "*misurbul* offenders," is likely ultimately to find himself without responsive penitents. Even the Lord's prayer is not freed from the unhallowed intrusion of mispronunciation, and the name of Jesus itself, in the collects for peace and grace, is often pronounced by the rural clergy with a stress on the last syllable. Glory, in the *Gloria in Excelsis*, is pronounced as if it were spelled with a double *r*, and the general good will expressed by that sublime chant becomes "good-will *tords* man." *Benedictus* and *Jubilate* bear alike the imprint of the lips of graceless ministers; and, in the alternate creed, congregations (following the minister) confess their faith in the "Maker of all things *viserbul* and *inviserbul*!" More momentous still is it when we are taken to an unbiblical *Gethsemerny*, climb the Mount of Transfiguration, or follow the pathetic cavalcade up *Cavalry*. The last utterances and experiences of our Lord are disfigured by ignorance of the laws governing the enunciation of ordinary English words, *crucerfixion*, *Parridge*, and the like.

In seasons of revival elated assemblies find themselves standing on *Jerdan's* stormy banks or bathing in fountains filled with blood. *Jehorseafat*, *Jessiebel*, *Joshuzway*, *Jepther* are instances of new kings, queens, prophets and princes introduced to us from the preacher's

repertory of Old Testament worthies. *Orion* not only has his bands but his very syllables loosed in the grasp of some athletic but unclassically trained expounder. *Golier* and *Haggy* become after this mere matters of course; and *Isrul*, *Ishmul*, the gates of *Gazer*, the story of *Ruth* and *Boz* (anticipating Dickens), and *Bale* follow without creating astonishment. *Ph'lipians*, *Ph'listines*, *C'losshuns* inflict their syncope on the ears of long-enduring audiences not a thousand miles from New York; while *Deborers* and *Delielers* would rise from their graves, if they could, to protest against the mutilation of their names.

Do the brethren think that the story of the scattering of tongues becomes more graphically interesting by pronouncing *Babel*, *Babble*? Is *Abel* to be murdered over again by the lips that utter *Able*? And why *Bartímaeus*, *Zácchæus*, *Álphaeus*, *Dárius*, in the name of all that is sacred and holy in the laws and canons of classical prosody? Does *Paul*, discoursing on *Mars Hill*, discourse less wondrously if we pronounce *Areópägus* and not *Areopägus*? Is *Barábbas* rendered any uglier by putting a false stress on the first syllable of his name? And when we get to *Salome* (in two syllables), *Sigh-racuse*, *Lazzurus*, *Árcturus*, *Cháldeans* (with soft *ch*), *Thessalónica*, *Aquila*, and *J'rushum* our patience quite leaves us, and we abandon the pen with the prayer that our civilized ministers, of whom there are so many, may take up this matter and deal generously with their congregations in the treatment of English and of biblical pronunciations.—*Washington and Lee University*.—*From the Independent*.

Securing the Attention of Pupils.

A teacher must learn to secure the attention of his pupils. No high success in the art of teaching is possible without it. When every mind is intent upon what the teacher is explaining, it will be understood and remembered. When the minds of the pupils are inattentive and wandering, no permanent impression will be made; the words will, as it were, pass in at one ear and out at the other. Let it be remembered, too, that when a teacher fails to secure the attention of his pupils, he fails in his vocation.

MANNER OF TEACHING.—A teacher can secure the attention of his pupils by his manner of teaching. A few suggestions on this subject will be of practical value.

1. *A Teacher should be earnest in his work.* A spirit of earnest-

ness, on the part of the teacher, will kindle a flame of interest in the heart of the pupil; and interest is the mother of attention. A teacher who shows no earnestness in communicating knowledge can expect none on the part of his pupils in acquiring knowledge.

2. *A teacher should have a clear view of his subject.* Clearness of conception leads to clearness of presentation; and clearness of expression is a condition of attention. A hesitating and obscure statement wearies the mind and dissipates the attention. It needs the clear sunlight of truth from the teacher's mind to illumine and attract the mind of the pupil.

3. *A teacher should not speak too fast.* Rapidity of utterance distracts the attention. The mind, unable to follow the teacher, loses the relation of facts and thus becomes confused and wanders away from what is being presented. This caution is especially important, since rapid talking is a common fault of teachers.

4. *A teacher's voice should be properly modulated.* The voice is the *open sesame* of the soul; a sweetly-toned voice charms the ear and wins the attention. A teacher should speak with natural and artistic modulation. He should not speak too low, for that will require too much of an effort to listen; nor too loud, for that confuses the mind and distracts the attention.

5. *A teacher's position before his class should, as a rule, be a standing one.* In this position a teacher naturally manifests more animation and interest in the subject. His attitude and gestures will attract the eye and do much to secure attention. Besides, he has a better command of his pupils and can check the tendency to a wandering mind. If a teacher who is seated rises before his class, he will find that he will instantly recall all wandering thoughts, and fix their minds on the subject.

6. *A teacher should be interested in his instruction.* This is the *sine qua non* of attention. Interest begets interest; the flame of interest in the teacher's mind will kindle a flame of interest in the pupil's minds. Attention cannot be compelled, it must be enticed; and the warmth and glow of the teacher's heart casts a glow of interest around a subject that makes it attractive to the pupil, and thus secures his attention.

METHOD OF TEACHING.—The teacher may do much to secure the attention of his pupils by his method of teaching. A few suggestions on this point will be of interest.

1. *The teacher should, so far as possible, teach without the textbook.* A book in the teacher's hand often seems to build a partition

wall between the minds of the teacher and pupil. The constant reference to the book breaks the spirit of interest that should flow from one mind to another. Teaching without a book also inspires confidence in the teacher's ability, which is not an unimportant condition of attention.

2. *The teacher should assign topics miscellaneously.* If the pupils know the order of the topics or questions, they naturally allow the attention to wander so long as there is no danger of a question coming to them. When they understand that a question may fall anywhere, they keep wide awake, so as to be ready for it when it comes.

3. *A teacher should, so far as possible, use the concrete method.* This is especially necessary with young pupils. The mind follows the eye; and the attention is caught through the senses. What is seen is much more attractive than what is only heard or thought. Abstract subjects, even with older pupils, excite more interest when illustrations put them more clearly before the mind.

4. *The teacher should vary his methods of teaching.* Variety is "the spice of life" in the school-room as well as outside of it. The routine method soon loses its interest, and the mind becomes dull and weary. Vary the method and the mind is aroused with the novelty and the attention led captive at will.

5. *The teacher should not talk too much.* Too much talking wearies the mind and dissipates the attention. There should be frequent questions to awaken thought and allow the pupil to develop knowledge for himself. Such an exercise will do more to attract and hold the attention than the most eloquent discussions of the teacher. Anything that arouses mental activity will secure attention.

6. *The teacher should often use the written method of recitation.* In a large class, when the subjects are topical, so few can be called on that the attention of those not reciting naturally wanders. In such cases, the written recitation can be associated with the oral one, thus holding the attention of every pupil.

EXTENT OF CULTURE.—This power has been cultivated in a high degree by almost every one whose name is associated with the progress of science. Sometimes the power has existed to such an extent that it has almost degenerated into a disease. Cases are on record where persons have become so absorbed in thought as to be oblivious to what was taking place around them. Plato tells us that Socrates when upon a military expedition, was seen by the Athenian army to stand for a whole day and a night, completely engrossed in the consideration of a single subject. When Syracuse was stormed by the

Romans, Archimedes was so completely absorbed in the solution of a geometrical problem that he was first aware of the enemy by receiving his death-wound as he was bending over and drawing a diagram in the sand.

Joseph Scaliger, when a Protestant student in Paris, was so engrossed in the study of Homer that he became aware of the massacre of St. Bartholomew, and of his own escape, only on the day after the catastrophe. Cardan, the illustrious philosopher and mathematician, while upon a journey, became so lost in thought that he forgot both his way and the object of his journey. To the question of his driver, whither he should proceed, he made no answer, and when he came to himself at night-fall, he was surprised to find the carriage at a standstill directly under a gallows. The life of Sir Isaac Newton is full of striking incidents illustrating the complete concentration of his mind upon the objects of his study.—*Dr. Edward Brooks.*

One Way of Teaching and Hearing Spelling.

Suppose a teacher has a school of forty or fifty pupils. It is not likely that he will have time to go round the class every day and give each pupil a word, hence it is important to have the attention of all the school, and that all may have the benefit of the words that are spelt.

Let No. 1 spell the first word, then the class in concert, then all write the words on their slates.

Let No. 2, spell the second word, then all in concert, then all write the word. Proceed in this way with all the words the teacher desires to have spelt.

The next step is to see if the pupils have written the words correctly. This may be done, if the teacher has time, by examining each slate or by monitors. Another method is to require the pupils to spell the words, as they wrote them, from their slates, calling upon one to spell the first word that was given out, another to spell the second, &c. The teacher may then allow the school a few minutes to study the words which have been written, then let the slates be laid aside and hear the words without the aid of the slates.

ADVANTAGES OF THIS METHOD.

1. Each word is spelt three times in the hearing of the class, and then written.
2. It secures the attention of all the class, as every pupil is obliged

to attend to the word that is spelt orally in order to write it correctly.

3. It keeps all busy.
4. It combines the oral with the written.
5. Every pupil has every word.
6. The pupil acquires skill in reading script, especially his own.

This exercise may be made more interesting by requiring the class to stand during the recitation, with slates down, until the teacher says: "*Write.*" Then all raise the slates together and write the word. As soon as the scholar has written the word, let him lower the slate as before, so that the teacher may know when all the class is ready for the next word.

T. P. CRUMP.

The Isle of Content.

There's a land in a latitude near to us all,
Where each dweller may follow his bent;
It is under no monarch's tyrannical thrall,
And is known as the Isle of Content.

It's a wonderful spot: if you ask, it will bring
To you quickly whate'er you desire;
What it cannot produce—(it's a singular thing),—
That is just what you never require.

By the balmiest zephyrs of Happiness fanned,
It is neither too cold nor too hot,
And the lassies and lads never care in this land
Whether school is in session or not.

In Content, tho' but poor, yet you feel, ne'ertheless,
You are equal in wealth to a king,
While a tear in the trousers, or darn in the dress,
You consider a capital thing.

If you haven't the money to purchase a meal
(I have been in that strait once or twice),
Take a reef in your vest, and you'll instantly feel
(If you live in Content) "very nice."

When I notice a lad with a bright sunny smile,
That extends for three inches or more,
Then I nudge myself inwardly, thinking, the while,
"He's encamped on Content's happy shore."

I have dwelt on this beautiful island at times,
While inditing small verses for you,
And I often have wondered if, reading my rhymes,
You were there as a resident too.

[*S. Conant Foster, in ST. NICHOLAS for November.*]

Diagram

*This Diagram is based on the methods of Harvey's Grammar and has
in making the child's*

SENTENCE :

THIS	LITTLE	BEE	TAKES	HONEY	FROM	THR
Adjective.	Adjective.	Noun.	Verb.	Noun	Preposition.	Adjective.
This	little	bee	takes	honey	from	the
definitive	descriptive	common	irregular	common	shows rel.	definitive
demon. pronominal	little	mas. gender	take	neu. gender	bet. object	definite article
not compared	less	3d person	took	3d person	flower	not compared
belongs to	least	singular	taken	singular	and	belongs to
bee	pos. degree	nom. case	transitive	obj. case	takes	flower
R. XII.	belongs to	subject of	act. voice	object of	R. XIX.	R. XII.
	bee	takes	common form	takes		
	R. XII.	R. I.	indic. mode	R. VI.		
			pres. tense			
			3d person			
			singular			
			to agree			
			with subject			
			bee			
			R. XIII.			

for Parsing.

been used with excellent success in the Richmond schools. It aids greatly ideas clear and distinct.

FLOWER	QUICKLY,	AND	OH!	HOW	HE	FLIES.
Noun.	Adverb.	Conjunction.	Interjection.	Adverb.	Pronoun.	Verb.
flower	quickly	and	oh!	how	he	flies
common	quickly	co-ordinate	R. xxii.	not compared	personal	irregular
neu. gender	more quickly	connects two		modifies	simple	fly
3d person	most quickly	members of		flies	antecedent bee	flew
singular	modifies	sentence		R. xviii.	mas. gender	flown
obj case	takes	R. xx.			3d person	intransitive
object of	R. xviii.				singular	common form
from					to agree	indic. mode
R. vii					with	pres. tense
					antecedent	3d person
					bee	singular
					R. ix.	to agree
					be	with subject
					his	he
					him	R. xiii.
					they	
					their	
					them	
					nom. case	
					subject of	
					flies	
					R. i.	

J. P. THOMAS.

Removing Difficulties.

BY JACOB ABBOTT.

An effective way to excite interest, and that of the right kind in school, is not to *remove* difficulties, but to teach the pupils how to *surmount* them. A text-book so contrived as to make study mere play, and to dispense with thought and effort, is the worst text-book that can be made, and the surest to be in the end a dull one. The great source of literary enjoyment, which is the successful exercise of intellectual power, is, by such a mode of presenting a subject, cut off. Secure, therefore, severe study. Let the pupil see that you are aiming to secure it, and that the pleasure which you expect that they will receive is that of firmly and patiently encountering and overcoming difficulty ; of penetrating, by steady and persevering effort, into regions from which the idle and the inefficient are debarred, and that it is your province to lead them forward, not to carry them. They will soon understand this, and like it.

Never underrate the difficulties which your pupils will have to encounter, or try to persuade them that what you assign is *easy*. Doing easy things is generally dull work, and it is especially discouraging and disheartening for a pupil to spend his strength in doing what is really difficult for him, when his instructor, by calling his work easy, gives him no credit for what may have been severe and protracted labor. If a thing is really hard for the pupil his teacher ought to know it, and admit it. The child then feels that he has some sympathy.

It is astonishing how great an influence may be exerted over a child by his simply knowing that his efforts are observed and appreciated. You pass a boy in the street wheeling a heavy load in a barrow ; now simply stop to look at him, with a countenance which says, "That is a heavy load ; I should not think that boy could wheel it," and how quick will your look give fresh strength and vigor to his efforts. On the other hand, when, in such a case, the boy is faltering under his load, try the effect of telling him, "Why, that is not heavy ; you can wheel it easily enough ; trundle it along." The poor boy may drop his load, disheartened and discouraged, and sit down upon it in despair. It is so in respect to the action of the young in all cases. They are animated and incited by being told *in the right way* that they have something difficult to do. A boy is performing some service for you. He is watering your horse, per-

haps, at a well by the road-side as you are traveling. Say to him, "Hold up the pail high, so that the horse can drink; it is not heavy." He will be discouraged, and will be ready to set the pail down. Say to him, on the other hand, "I had better dismount myself. I don't think you can hold the pail up; it is very heavy," and his eye will brighten up at once. "Oh! no, sir, he will reply; "I can hold it very easily." Hence, even if the work you are assigning to a class is easy, do not tell them so, unless you wish to destroy all their spirit and interest in doing it; and if you wish to excite their spirit and interest, make your work difficult, and let them see that you know it is so; not so difficult as to tax their powers too heavily, but enough so to require a vigorous and persevering effort. Let them distinctly understand, too, that you know it is difficult, that you mean to make it so, but that they have your sympathy and encouragement in the efforts which it calls them to make.

You may satisfy yourself that human nature is in this respect what I have described by some such experiment as the following. Select two classes not very familiar with elementary arithmetic, and offer to each of them the following example in addition:

1	2	3	4	5	6	7	8	9
2	3	4	5	6	7	8	9	1
3	4	5	6	7	8	9	1	2
etc., etc.								

The numbers may be continued, according to the obvious law regulating the above, until each one of the nine digits has commenced the line. Or, if you choose Multiplication, let the example be this:

Multiply 123456789
by 123456789

Now when you bring the example to one of the classes address the pupils as follows:

"I have contrived for you a very difficult sum. It is the most difficult one that can be made with the number of figures contained in it, and I do not think that any of you can do it, but you may try. I shall not be surprised if every answer contains mistakes.

To the other class say as follows:

"I have prepared an example for you, which I wish you to be very careful to perform correctly. It is a little longer than those you

have had heretofore, but it is to be performed upon the same principles, and you can all do it correctly if you really try."

Now, under such circumstances, the first class will go to their seats with ardor and alacrity, determined to show you that they can do work, even if it is difficult; and if they succeed, they come to the class next day with pride and pleasure. They have accomplished something which you admit it was not easy to accomplish. On the other hand, the second class may go to their seats with murmuring looks and words, and with a hearty dislike of the task you have assigned them. They know that they have something to do, which, however easy it may be to the teacher, is really difficult for them; and they have to be perplexed and wearied with the work, without having, at last, even the little satisfaction of knowing that the teacher appreciates the difficulties with which they had to contend.—*Penn. School Journal*.

Spelling as Preparatory for Reading.

The reading in our lower grades was found to be much better than in our upper grades on account of the difference in instruction. For this reason, we first made the upper grades responsible for all the words in the reading as the regular course in spelling like the lower grades. This would seem to be requiring a very large number of words, but almost the whole difficulty was found to be a comparatively small number of *hard* words.

The plans followed for spelling on Monday, Tuesday, Wednesday and Thursday are as follows:

1. In the reading time (some teachers in their spelling time) *call out words for the scholars to mark in their readers for the next spelling lesson*, telling the meanings when necessary; as "exhausted = tired," "sacrifice = give up," "perceived = saw," "seized," "separate," "gave his heart to = loved," and other comments as needed in points of construction, and analysis to show the bearing of the words and phrases on each other.

2. While one-half read, the other half copy on slate or in a blank-book the words marked for either to-day's or to-morrow's lesson, or for both, say, divided into syllables; as, ex-haus-ted, also, sometimes write sentences containing hard words.

3. In the spelling-time, dictate the *hardest* of the marked words to be written on slate or in a blank-book, (to keep copy of errors).

4. Hear *all* the marked words orally twice around the class, which

stands, while (5) monitors examine the words dictated and mark those wrong.

6. The scholars take their seats and pronounce and spell (by syllables) a word, each looking at the slate or open blank-book and correct those wrong—around the class once—and, lastly, the poorer scholars a good many words.

Some teachers interchange (3) and (4) above, and have the monitors, on the front seat, examine words dictated *while* the teacher calls out the hard words to be marked at the *end of spelling time*—a good plan.

In each of these, opportunity is taken to accomplish two objects :

A. TO PRONOUNCE THE HARD WORDS AT SIGHT.

B. TO KNOW THE MEANING OF THE WORDS AND PHRASES.

There is a drill of poor scholars specially, helped by spelling by syllables ; as, consecrate, c-o-n con, s-e se, c-r-a-t-e crate, consecrate. "*Look at each syllable,*" &c., telling meanings, &c.

1. Calling out to get words marked helps reading by the scholars hearing the teacher pronounce.

2. Writing the words while one-half reads helps reading by the scholars making and looking at each syllable and word.

3. Dictating the words helps reading by the scholar hearing the teacher pronounce and by the scholar writing and looking at the words written.

4. Hearing the class orally helps the reading by the teacher and scholar each pronouncing the words, and by the spelling by syllables.

5. The examination by monitors points out errors.

6. The scholars pronouncing and spelling from the open book or slate helps the reading by the scholars pronouncing.

In this way the class becomes *familiarized* with the *hard* words of the reading.

We have the spelling in the morning session, so it will *precede* the reading lesson after recess which contains the words spelled.

3, 4, 5 and 6, (or spelling), need not take more than 30 minutes. We give 45 minutes to the reading, when, of course, other instruction as to reading comes in.

Reading is the key to knowledge, and a poor reader is apt to be poor in other studies ; as, geography, history, grammar, &c., and in these studies, reading over the lesson and commenting is a great help. A proposition in geometry, simply read over properly, is often understood by a scholar who could not understand it before.

EDITORIAL PARAGRAPHS.

STATE NORMAL SCHOOL, OF VIRGINIA.—The following extract from a letter from Hon. W. H. Ruffner, Principal of the Normal School at Farmville, gives information that will be very gratifying to every friend of the school:

"It is just one month since our Normal School opened, and we have every reason to be satisfied with our condition and progress. Eighty-six students are present in the Normal School, and twelve in the Model. Of these forty-one or two board in the school building. The rest have comfortable quarters in Farmville.

"Besides the Principal, our faculty consists of Miss C. E. Bush and Miss Lillian A. Lee (lately of the Connecticut Normal School), Miss M. P. Gash, of North Carolina, and Mrs. C. T. Bartkowska, of Richmond, Va. The first three have had regular and full Normal training, the first two were teachers in the Connecticut Normal School, and all have had eminent success as instructors.

"Mrs. Bartkowska has also attended a Normal School, and had a highly successful experience as teacher in the Richmond public schools.

"We have divided our Normal school into four classes, and the work is proceeding regularly and prosperously.

"I regard the material we have to work upon as very superior. Many of our young ladies have been well taught, and all are enthusiastic in their efforts at self-improvement. They come from excellent families, and demean themselves as might be expected of young ladies who have been well-trained at home. The proportion of bright intellects seems to me to be unusually large, and a better spirit never existed in any school.

"We now have as many as we can do full justice to with our present teaching force, but others insist upon coming, and we shall have to add to the number of our teachers.

"Our accommodations ought to be doubled, and also our annuity."

- —The Teachers' Institute of Botetourt county will meet at Roaring Run on Monday, Tuesday and Wednesday, the 22d, 23d and 24th of December. A full programme, embracing a great variety of subjects of interest to the teachers, has been prepared.

We have had the pleasure of a visit recently to the book-bindery of Messrs. J. W. Randolph & English of this city—an institution thoroughly equipped and turning out as fine work as is done in any section of the country. The work intended for the New Orleans Exposition was on exhibition, and embraced bindings in cloth, silk, leather, &c., in styles varying from the simplest to the most elaborate. The exhibit was very handsome. Richmond ought to feel proud of such an establishment and such work.

Our thanks are due to the same firm for a beautiful set of Christmas Cards.

ANSWER TO A QUERY.—In the September JOURNAL this question is asked, "Why will a number composed of two full periods, each period containing the same figures arranged in the same order, be divisible by 7, 11 and 13?"

Ans. Every such number is a multiple of 1001 which is the least common multiple of 7, 11 and 13.

Book Notices.

AMERICAN STATESMEN—JAMES MADISON. By SIDNEY HOWARD GAY, Boston: Houghton, Mifflin & Co. 1884. Price, \$1.25.

Mr. Gay has given us a very interesting brief biography of Madison. The earlier part is especially full in exhibiting his ability, purity, integrity and industry, his earnest labors for securing a more perfect union between the colonies than that obtained through the Articles of Confederation, and in securing the adoption of the Constitution when formed. The chapter on the formation of the Constitution is very full and interesting. In the latter part much space is devoted to the influence of French politics in our national affairs, and the causes which lead to the war of 1812, are stated in much detail. To the war itself but little space is given. The author seems to admire the earlier life of Madison, and to have formed from his conduct at that period, so high an estimate of his purity and uprightness as to seek always to find a satisfactory explanation even of what, appear to him, the worst acts of his later life. Of his life at Montpelier, after his retirement from public office, little more is done than to exhibit him as the courteous gentleman enjoying the social life of the period and engaged in reviewing the public acts of his own life.

For sale by West, Johnston & Co., 911 Main street.

THE ELOCUTIONIST'S ANNUAL, No. 12. Comprising New and Popular Readings, Recitations, Declamations, Dialogues, Tableaux, etc., etc. Compiled by Mrs. J. W. SHOEMAKER. Publication Department, National School of Elocution and Oratory. Philadelphia, 1884. Price in paper 30 cents.

The series of selections for reading, of which the present volume forms the twelfth, has been received by the public with marked favor. This number is filled with pieces that have been well received by the public, and that are characterized by good taste and purity of tone.

For sale by Randolph & English, 1302 Main Street.

SADLER'S INDUCTIVE ARITHMETIC. A Comprehensive and Practical Treatise, embracing the latest and most approved methods of performing numerical computations. By W. H. SADLER, Associate Author of "Orton & Sadler's Business Calculator," &c., and W. R. WILL, Principal Mathematical Department of Bryant, Stratton and Sadler Business College, Baltimore, Md.; W. H. Sadler, Publisher, 1884. In two parts, bound separately or together. Price, part I, 85 cents; part II, \$1.00; complete \$1.50.

The volume being designed especially for use in the Business College, with which the author is connected, is very full in the business applications of Arithmetic. The methods employed are those that have been shown by experience to be the best. The treatment is full, and the illustrative examples numerous. Short methods are given, but not to the exclusion of the longer and more philosophical methods. The book seems to embrace everything arithmetical that is needed for the successful conduct of every day business affairs.

APPLETON'S SCIENCE TEXT-BOOKS. ELEMENTS OF ZOOLOGY. By C. F. HOLDER, Fellow of the New York Academy of Sciences, Corresponding member of the Linnæan Society, and J. B. HOLDER, M. D., Curator of Zoology, Ameri-

can Museum of Natural History, Central Park. New York: D. Appleton & Co. 1884.

The object of the author is to present in concise and plain language, in the light of the latest research and investigation, the life-histories of the various groups that constitute the animal kingdom.

To adapt the book to the wants of inexperienced students technical terms have been avoided, except where no simple equivalent could be found. The common names of the various orders and groups are in every case followed by the scientific term for the convenience of the instructor or advanced student.

In regard to classification also regard is had to the latest knowledge of the various forms that constitute the several groups. Interest is given to the volume by the introduction in the form of notes of personal experience relating to the habits of animals, &c., and a brief statement of the economic value of animals. The work is admirably illustrated, and forms a valuable addition to text-books on this interesting subject.

PHILIPS' HISTORICAL READERS, No. 1; Stories from English History, No. 2; Early England from the Earliest Times to the Ascension of Henry II, No. 3; Middle England from the Ascension of Henry II, to the Death of Elizabeth, No. 4; Modern England from the Ascension of James I to the Present Time. Boston: Boston School Supply Co. Price, No. 1, 30 cents; No. 2, 35 cents; No. 3, 52 cents; No. 4, 52 cents.

No more successful effort has, perhaps, been made to present the history of England in a form interesting and attractive for children. The First Reader is made up entirely of stories from English history, and is designed to interest children in the subject, and to excite in them a keen desire to know more. The Second Reader presents clearly, accurately and systematically all that children can well understand of the events which led to the making and founding of the nation. In the Third Reader special attention is given to a delineation of the varieties of character presented by the leading men of the successive generations; and in the earlier lessons the foundations of the later history are laid with fullness and accuracy. In the Fourth Reader the lines of thought which prevailed in the earlier periods are followed up, and where the final result of any movement has not yet manifested itself, clear indications are given of the directions in which the national life is developing. As these volumes are designed for reading books as well as histories, special attention has been given to the style, both to adapt it to the capacities of those for whom it is intended and to secure the best elocutionary results. The volumes contain a large number of excellent illustrations and maps. The notes, though brief, add much to the value of the books without very much increasing their size.

For sale by Randolph & English, 1302 Main street.

Publishers' Notes.

—Messrs. Ginn, Heath & Co., Boston, have in preparation a text-book for teaching temperance in the public schools, to be edited by Axel Gustafson, the author of "Foundation of Death," the work on the temperance question that has of late excited such a wide-spread interest.

The Magazines.

ST. NICHOLAS for November.—Contents: Frontispiece, Great-Grandmother's Girlhood: The Princess' Holiday. Poem, illustrated; His One Fault, I., II., III., J. T. Trowbridge, two illustrations; The Youngest Guest at the Thanksgiving Dinner, picture; The Cooking-Class, illustrated, Louise M. Alcott; Lorraine's Reason, Verses; Personally Conducted, I., Frank R. Stockton, four illustrations; Willow Ware, Poem, illustrated; A Startling Discovery, picture; Tales of Two Continents, Mikkel, I., E. H. Boyesen; The Isle of Content, Poem; The Cruise of the Pirate Ship Moonraker, illustrated; For Some Must Pipe While Others Dance, picture; The House That Jack Built, Poem, eight pages, illustrated and engrossed; A Queer Coasting-Place, illustrated; Little Mischief, Jingle; Asking a Blessing, full-page picture; The Bicycle Boys, Verses; Ready to Business—first paper, A Retail Drug-Store, illustrated; A Dozen Little Dolls, Jingle, illustrated; Tea-Cup Lore, illustrated with tea-leaf pictures; Among the Law-Makers, Chapter I., five illustrations; One, Two, Three, Jingle, illustrated; Quite Prudent, Verses, illustrated; Work and Play for Young Folk, XIII., Metallic Band-Work and Nails in Decoration, illustrated, Charles G. Leland; A Prize Story for Girls, to be written by a girl; The First Convention of the A. A.; The St. Nicholas Almanac, illustrated; For Very Little Folk—Ha, Ha, Ha Off They Go! illustrated.

LIPPINCOTT'S MAGAZINE for November.—Contents: On the French Broad, two papers, I., by Edmund Kirke, illustrated; A Holiday in Scotland, by Norman Pearson; John Bright as a Temperance Reformer, by the author of Study and Stimulants; Domestic Pets, by Catherine C. Hopley; Jack Miner's Wound, a Story, by Frank Park; American Authors and Artists in Rome, by Eugene L. Didier; A French Sewing-Girl, by Sarah A. Alison; The Women's Paradise, by Theo. Child; also a continuation of the charming serial story, A Week in Killarney, by the author of Molly Bawn, Phyllis, etc., and several chapters of Mary Agnes Thacker's serial, Aurora, together with other short stories, poems, and articles of interest upon current topics.

THE ATLANTIC MONTHLY for November.—Contents: In War Time, XXI., XXII., S. Weir Mitchell; Francesca to Paolo, Julie K. Wetherill; Mistral's Nerto, H. W. Preston; The Embryo of a Commonwealth Brooks Adams; In the Haunts of the Mocking-Bird, Maurice Thompson; Crude Science in Aryan Cuts, E. P. Evans; Birchbrook Mill, John G. Whittier; Malta, J. M. Hillyar; Malice, Paul H. Hayne; Stephen Dewhurst's Autobiography, Henry James; The Consuming Fire, R. N. Tabor; The Last Stand of the Italian Bourbons, William C. Langdon; De Senectute, F. Sheldon; Alvasofsky, W. J. Armstrong; The Song of Silenus, S. V. Cole; The Lakes of Upper Italy, III.; Grass, a Ruminations, Edith M. Thomas; The Negro Problem, N. S. Shaler; Knox's United States Notes; The Contributors' Club; Books of the Month.

POPULAR SCIENCE MONTHLY for November.—Contents: The Relations Between the Mind and the Nervous System, by William A. Hammond M. D.; German Testimony on the Classics Question, by Frederick A. Fernald; Origin of the Synthetic Philosophy, by Herbert Spencer; The Future of the Negro in the South, by J. B. Craighead; Pending Problems of Astronomy; Drowning the Torrent in Vegetation: What is Electricity? Chilian Volcanoes, Active and Extinct; The Chemistry of Cookery; Domestic Arts in Damaraland; Old Customs of Lawlessness; The Oil-Supply of the World, I.; Sketch of Professor James Hall, with portrait; Editor's Table: The American Association at Philadelphia—Harrison, Comte, and Spencer—is the Contrast Valid? Literary Notices; Popular Miscellany.

THE NOVEMBER CENTURY.—The November Century marks the beginning of the fifteenth year of the magazine (the fourth under the present name), and also the beginning of the most extensive enterprise yet undertaken by its conductors—the recently announced series of papers on the civil war, by Generals Grant, McClellan, Rosecrans, and others in high rank. The first paper, on The Battle of Bull Run, is contributed by General Beauregard, who adds to his description of the engagement a postscript on the subsequent conduct of the war on the Confederate side, and his own relations with Jefferson Davis. The illustrations, some twenty-five in number, are largely from photographs made during the war, or from recent sketches of the battle-field. The first part of the Recollections of a Private begins with the enlistment of the soldier, and continues the description of his life down to and including Bull Run, thus supplementing General Beauregard's account of that battle. That the variety of the magazine is not likely to be sacrificed to the war series is evident from the other contents of this issue.

SOUTHERN HISTORICAL SOCIETY PAPERS FOR JULY, AUGUST AND SEPTEMBER.—Contents: The Seventeenth Virginia Infantry at Flat Creek and Drewry's Bluff, Col. A. Herbert; General Sherman's March from Atlanta to the Coast, Col. C. C. Jones, Jr.; Reconstruction in South Carolina, Prof. F. A. Porcher; Operations Around Petersburg—Gen. Hagood's Report of June 16, 17 and 18, '64; Letters from General Lee to President Davis; Organization of the Army of the Valley District; Two Anecdotes of Gen. Lee, W. B. Baker; The Cruise of the Nashville, T. S. Garnett, Jr.; Letter from President Davis; Morris Island, Miss Claudine Rhett; Reminiscences of Cavalry Operations, General T. T. Munford; Our Heroic Dead, James Barron Hope; The Surrender of Vicksburg; Artillery at the Southern Arsenal, Capt. G. Davis; Capt. F. H. Hairston, Rev. E. Capers; Report of Major-General Fitzhugh Lee of the Last Campaign; Louisiana's Vote of Thanks to Virginia; Gen. Bragg and the Chickasaw Campaign, Capt. W. M. Polk; Diary of Rev. J. G. Law; A Florida Boy's Experience in Prison, H. G. Damon; Military Operations of Gen. Beauregard, Judge Ch. Gayarré; A Leaf from my Log-Book, W. F. Shippey; "Eclectic History of the United States;" Death of Mrs. Sarah K. Rowe; "Sherman's Bummers" and Some of their work; Notes and Queries; Editorial Paragraphs.

OUR LITTLE ONES AND THE NURSERY FOR NOVEMBER.—Bright and sparkling. Price \$1.50 a year. The Russell Publishing Co., Boston, Mass.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

SUPERINTENDENTS' CONFERENCE.—As determined at its last session, this body will meet in the hall of the House of Delegates on the second Tuesday in February, 1885, and we desire to call the attention of superintendents and other members to its importance. The usual reduced rates of transportation and board will be secured in due time, and every member is expected to be present.

At the last Conference the following resolution was offered by Judge Geo. S. Stevens, viz:

That a committee of ten be appointed to prepare and report a constitution and code of by-laws for the government of the Conference.

This was adopted and the following committee appointed, viz:

Dr. J. L. M. Curry, Judge Stevens, C. M. Loutham, Prof. W. F. Fox, T. E. Barksdale, Rev. A. P. Funkhouser, E. B. Howle, Major A. G. Pendleton, A. A. McDonald, Major R. G. Banks, and Major E. B. Branch.

It is earnestly hoped that this committee will be ready with its report, as it is essential to the perpetuity of our organization that a suitable constitution and code of by-laws for its government should be adopted at the coming session.

The Conference elected the following vice-presidents:

- 1st district, William Brown.
- 2d district, Major R. G. Banks.
- 3d district, Dr. J. L. M. Curry.
- 4th district, J. E. Perkinson.
- 5th district, Major J. A. Taylor.
- 6th district, Professor T. N. Conrad.
- 7th district, L. A. Michie.
- 8th district, W. H. Strother.
- 9th district, Major A. G. Pendleton.
- 10th district, H. S. Roller.

These gentlemen are urged to interest themselves in assisting to lay down a line of work to be pursued by the next Conference. Any

suggestions that they may be pleased to make will be thankfully received and duly considered.

In addition to the work heretofore pursued, it has been determined to hold, in connection with the Conference, an exhibition of the work actually done by the scholars in our public free schools, as is fully set forth and explained in circular No. 395, addressed to superintendents, and published in this JOURNAL.

THE WORLD'S INDUSTRIAL AND COTTON EXPOSITION.—This great exposition will open formally the 15th of December, 1884, in the city of New Orleans. It will embrace one of the fullest educational exhibits that has ever been made in this country.

We are endeavoring to collect an exhibit from this State, which will show the progress we have made in public education. The Superintendents were called upon to furnish maps of their cities and counties, school districts, and so on, and samples of work done by the students in their respective schools. Many of the superintendents have responded favorably, and all claim that if they had more time they could furnish creditable exhibits.

In order to accommodate them and to do justice to our schools, we have determined to forward the best samples of the work exhibited at the next Conference to the New Orleans Exposition, and we earnestly invite the attention of teachers and pupils to this opportunity to exhibit the work of their respective schools. Please read the circular addressed to Superintendents, and remember that every teacher and pupil in the State is invited to contribute to the exhibition to be held in connection with the Conference of Superintendents, which takes place on the second Tuesday in February, and they can prepare their work and forward it to their Superintendent, or direct to this office, as they may prefer. All contributions must be forwarded on or before the first of February.

CENSUS OF TEACHERS.—From the reports made by the respective County and City Superintendents of the census of teachers employed in their respective jurisdictions, which gives in detail the name, age, sex, color, intentions of each teacher as to making teaching a profession—nativity, where educated, length of time taught, &c., &c.—we are enabled to compile the following valuable and interesting information, which proves, in a striking manner, the value and progress of our public free-school system. We see that out of a total of six thousand two hundred and seventeen

teachers reported,* two thousand two hundred and seven were educated in the public free schools of this State. The great vitality and future hope of the system exists in the fact that so many young people are engaged in teaching, there being four thousand and forty-five between the ages of 18 and 30.

Another great hope is found in the fact, that 4,709 teachers voluntarily report that they expect to make teaching a profession, and that only 573 report that they do not, and 918 are doubtful. It will also be seen that nearly all the teachers are Virginians.

Many other valuable truths will be manifest from an examination of the statement. The great importance and value of the annual census of teachers, required to be taken by the Superintendents, cannot be over-estimated, as it furnishes accurate data for the examination of the true life of our public school system.

We ask a careful examination of the following statistics :

SPECIAL SUMMARY.

WHITE TEACHERS

Between the ages of 18 and 30, males, 1,176; females, 1,662; total.....2,838
 " " " " 30 " 60, " 1,143; " 739; " 1,882

COLORS TEACHERS

Between the ages of 18 and 30, males, 588; females, 619; total.....1,207
 " " " " 30 " 60, " 237; " 53; " 290

GENERAL SUMMARY.

Number married.....1,941; single.....4,278
 Number who expect to make teaching a profession.....4,709
 " " do not " " " " 573
 " " are uncertain..... 918
 Nativity—Virginia.....5,593
 " —Elsewhere..... 561

Grade of certificates held :

Professional, 637; 1st grade, 2,341; 2nd, 2,044; 3rd, 1,065
 Number holding diplomas.....1,018
 " educated in public schools in Virginia.....2,207
 " " " " " of other States..... 172
 " " " other than public schools, exclusive of colleges and institutions.....1,947
 " " " other States..... 464
 " " " colleges and other institutions as named.....1,385

* There were 6,371 teachers employed, and the discrepancy in this census is due to the fact that some Superintendents failed to file a supplementary report, and owing to the death of the Superintendent of Bath county, no report was received from that county.

Number educated in Colleges and Institutions as named below,
1,385, as follows:

University of Virginia.....	58
Virginia Military Institute.....	34
Virginia Agricultural and Mechanical College.....	36
Washington and Lee University.....	25
Emory and Henry College.....	45
Hampden Sidney College.....	29
Randolph Macon College.....	33
Roanoke College.....	48
Richmond College.....	36
Marion Female College.....	41
Richmond Female Institute.....	42
Richmond High School.....	77
Norfolk Female College.....	22
Piedmont Female College.....	9
Lynchburg High School.....	1
Albemarle Female Institute.....	7
Hollins Institute.....	30
Buckingham Institute.....	6
Farmville Female College.....	10
Oakland Seminary.....	5
Ashland Institute.....	2
Danville Female College.....	5
Harrisonburg Normal.....	2
Staunton Female College.....	18
Wesleyan Female Institute.....	28
A. M. Academy.....	9
Polytechnic Institute.....	13
Montgomery College.....	14
Martha Washington College.....	14
Petersburg High School.....	2
Suffolk Institute.....	18
Lexington Female College.....	1
Nashville College.....	9
Bowling Green Institute.....	8
Hillsville Academy.....	2
Bon Air Institute.....	4
Gordonsville Female Institute.....	1
Culpeper " ".....	8
Bedford " ".....	1
Roanoke Female College.....	10
William and Mary.....	11
St. John's Academy.....	4
Mount Vernon Institute.....	2
Episcopal High School.....	1

Mountain Normal.....	9
Middletown "	1
Hampton Academy.....	1
Oak Hill Seminary.....	6
Elk Creek "	9
Rural "	7
Cave Creek High School.....	17
Mountain View "	17
Cumberland College.....	11
Thyme Institute.....	10
Petersburg Female College.....	5
St. Joseph Academy.....	4
Shenandoah Seminary.....	15

COLORED INSTITUTIONS.

Hampton Normal and Agricultural Institute.....	242
Virginia Normal and Collegiate Institute.....	20
Richmond Institute.....	58
Wayland Seminary, (Washington, D. C.).....	33
Petersburg High School, (Peabody).....	4
Boydton Institute.....	21
St. Stephen's Institute.....	1
Storer College, (West Virginia).....	25
Howard University, (Washington, D. C.).....	21
Richmond Normal.....	67

CENSUS OF TEACHERS.—Blanks for Census of Teachers for year ending July 31, 1885, will be sent out to Superintendents in a few days, and as each Superintendent has, or should have, now in his office the information necessary to fill up these blanks, we confidently expect a prompt return from all. Form 372 (application for Teacher's certificate) and form 359 (report of clerk of District Board, of teachers contracted with) gives complete information for filling every blank in the census sheet. Delay on the part of Superintendents in making their return is therefore inexcusable, as it is presumed that they have required each of their clerks of District Boards to file the above-named report.

The instructions as to filling up the Census blanks are so plain, that if read and followed strictly, the mistakes made in last year's reports can be easily avoided. These reports must reach this office by January 1st. Superintendents will save themselves the trouble of making new copies by seeing that the first ones sent in are accurate in every detail; when found incorrect, new blanks will be sent for copying."

TO COUNTY AND CITY SUPERINTENDENTS—In my efforts by Circular No. 393, and by other direct appeals, to secure suitable exhibits for the New Orleans Exposition, it has been manifest that the time fixed for receiving and forwarding them is too short to allow justice to be done the subject. Indeed every Superintendent heard from has stated that if he *had time* his schools could, and would, make a creditable exhibit of the work done by them. In view of this fact, and to inspire our school officers and teachers with greater zeal, I have determined to hold an exhibition in connection with our next Conference of Superintendents, and I expect the hearty coöperation and active assistance of every school-officer, teacher and pupil in the State, as this exhibition will show, in a wonderful degree, the amount of skill possessed by the pupils of our schools, the ability of our teachers, and the effectiveness of the management of our Superintendents.

Every county and city of the State must be represented, and the responsibility of the exhibits being creditable, devolves upon the respective Superintendents. Then let each and every one go to work without delay, and show a just pride and commendable emulation in the display that shall be made by their respective schools and pupils.

The exhibit will embrace—

First. A comprehensive history of the public schools of the respective counties and cities under the old system as well as the new, going just as far back as the local records and traditions will allow, and coming on up to the present period. In this work the Superintendent will have an opportunity for historical research, as well as to contribute to the permanent school-history of our State. He can illustrate his subject by such generalization, statistical results and illustrations by maps and diagrams as the subject will permit or he may desire.

It is hoped that great accuracy may be observed, and that each may take a pride in his work. Immediately on the adjournment of the Conference, it is my expectation to forward these *histories* to New Orleans, as well as to embrace them in my report on Educational Exhibits to the Board of Education, and they will be published in the annual report of this office; besides, if creditable, they may be included in the official publication of the Government.

Second. Photographs, or drawings, of the school houses in your respective jurisdictions, if they have not already been forwarded, when practicable.

It would be greatly to the advantage of every school district to have photographs of all its school houses, and in this age of cheap photography, nothing is easier or more practicable.

Third. Maps—United States—Virginia—simple outlines of States and counties, with the principal towns, mountains, and rivers laid down, Virginia complete. Several counties—simple outlines, with the roads, school districts, school houses (marked W for white and C for colored), and Court-house located; counties complete, giving every detail and locating every school district, with the population, by color, of the same; district maps, giving all local objects of interest, with school houses properly marked, and the school population of the district given, as before stated. Maps of sub-districts, giving the farms and every local object embraced in its boundary, as known to the children of the school, with the name of the teacher; maps of another State, territory, or county.

Fourth. Essays, orations, copies, literature charts, diagrams on grammar, arithmetic, or other studies; samples of free-hand drawing, geometrical drawing, prospective profile drawing, musical notes, &c.

These subjects are only given to indicate what shall constitute our exhibition. We want every Superintendent, school officer, and teacher to feel a personal interest in the matter, and in addition to what is specially named in this circular, to send anything and everything that will illustrate the actual work done by the pupils in their respective schools, bearing in mind that we want *none but* the best *samples*, and we expect the teachers and Superintendents to act as first critics, and to allow nothing to be sent in that is not a credit to the school and the system.

The name, sex, age, color, and postoffice address of the pupil must be marked upon the work, with the date of its execution and the name of the teacher.

All maps, except complete ones of Virginia, the United States and other countries, which may be as large as desired, should be drawn on paper of the size of 13 by 18 inches, and, as far as practicable, in fast colors, such as India ink. All diagrams or maps should have the scale in feet or inches marked thereon, and such scale should be used as to leave a fair margin around the work when executed.

The name of the country, State, county, or district should be marked in prominent letters upon the face of the maps; and on all county and district maps and diagrams of school or other lots, the north and south line should be laid down with the magnetic variation

of the needle at the present time—which information can be obtained from your county or city surveyor.

The exhibition will be under the control of the Conference, and it is suggested to Superintendents that they have the work done by their respective schools sent to themselves, and, to encourage their pupils to do their best, they might appoint a committee to examine said work, and give a suitable certificate, prize, or medal to the one furnishing the best sample of any work required.

Superintendents will please prepare their contributions and send them in by the first of February, so as to give time to bind, arrange, and classify them before the Conference meets.

Suitable persons will be appointed on committees to examine all work contributed, whose names will be submitted for the approval of the Conference at its first session. An appropriate card or certificate will be given for the best map of the United States drawn from memory; for the best drawn from copy; for the best map of any other country; for the best outline map of Virginia, as described in this circular; for the best complete map of Virginia; for the best general examination; best essay; best oration; best diagram on grammar; on mathematics; for best copy.

These certificates will be the highest given, and are open to the competition of every pupil of the public free schools of the State.

In order to secure fair competition, cities of the first class will be allowed to compete among themselves for certificates on all the subjects named, and counties will be given the same privilege; so that there will be three classes of certificate: First—the one open for general competition. Second—those open for competition among the cities, and third—those open for competition among the counties.

This is done to prevent the country schools from being discouraged by the fact that the city schools possess greater advantages for acquiring skill in the work desired. Suitable certificates will also be given for the best county and district maps. I must insist upon special attention to this class of maps, as from them much needed and valuable information will be obtained.

Superintendents will see to it that one or more maps of their counties, school districts, and sub-school districts, if any, are contributed. If possible, all of the exhibit that is creditable will be forwarded to the New Orleans Exposition immediately on the close of the Conference.

The work for which certificates or cards may be given will be appropriately marked, and the names of the examining committee

attached. All awards will be submitted to the Conference, and the cards and certificates awarded by the same.

To secure uniformity, all examinations, essays and orations should be written on regular letter-cap paper, which is about 8x10 inches. The writing should be neat and plain, and only on one side of the paper.

Remember, that all contributions should be in by the first of February. There is plenty of time, but none to lose. Let each and every one proceed at once to prepare contributions.

If any scholar desiring to contribute, cannot conveniently obtain suitable paper or other material, will address this office, stating the fact, and giving post-office address, it will be forwarded.

Teachers who receive the JOURNAL will please read this Circular to their pupils.

Very respectfully,

R. R. FARR,

Superintendent Public Instruction.

TEACHERS' INSTITUTES.—The great importance as well as necessity of this work is manifest by the statement compiled from the census of teachers, which shows that we have over four thousand teachers in the State who expect to make teaching a profession.

With this great army of permanent workers in the public free schools in the State, it is of the utmost need that they should be thoroughly drilled in the work of their chosen profession. In no way can this be done so well as by well organized county Institutes, where the teachers are brought together from time to time, and are instructed by lecture, drill and practical illustrations.

We are in constant receipt of communications from Superintendents enquiring if they are expected to hold Teachers' Institutes. In response to them and all others, we state that they are, and that they will be held to a strict accountability for any failure in this particular. Section 41 declares that it shall be the duty of Superintendents "to promote the improvement and efficiency of teachers by all suitable and proper methods under directions from the Superintendent of Public Instruction."

It is by authority of this section that Institutes have always been held "under directions from the Superintendent of Public Instruction," by well-defined rules and regulations; and as the great good derived from them is manifest on every hand, it would be criminal to discontinue them now. Let Superintendents show their appreciation of their honorable position by throwing renewed zeal into this special work.

SCHOOL LAW OF VIRGINIA.

(Continued from page 456.)

PROPERTY DONATED TO PUBLIC SCHOOLS VESTED IN COUNTY SCHOOL BOARD.

Donated to school districts vested in trustees of district.

101. When real or personal property is, or has been, donated to any county for the benefit of public free schools within its limits, the same shall be vested in the county school board of the county, and the same shall be managed and applied by the said county school board; and when given to a school district, shall be vested in the trustees of the said school district as a corporate body, and shall be managed and applied by the said school trustees of such district according to the wishes of the donor, under regulations prescribed by the county school board; and in case of any change in the limits of the district, the county school board shall make provision for the continued fulfilment of the purposes of such donors as far as practicable.

TO AUTHORIZE SCHOOL TRUSTEES TO PERMIT UNUSED AND UNOCCUPIED PUBLIC FREE-SCHOOL HOUSES.

To be occupied by teachers other than those employed by school trustees.

102. That where in any school district the school-house belonging to the public free school of said district is unoccupied and unused for public free school purposes, because of want of school funds to employ a teacher therefor, it shall be lawful for the school trustees for the district in which said school-house is situated to permit the same, under such regulations and rules as to them may seem proper, to be occupied and used for school purposes by any teacher, though not employed by said school board: provided, that such arrangement shall not in anywise interfere with or prevent said school-house being occupied and used at any time by said trustees for public free school purposes.

SCHOOL-HOUSES AND FURNITURE, HOW PROVIDED.

Appeal to board of reference from action of district board in fixing location of school-house; appeals in other cases to the board from action of district boards.

103. The board of school trustees shall provide suitable school-houses with proper furniture and appliances in every school district; and to that end may hire, purchase, or build such houses according to the exigencies of the district and the means at their disposal: provided, that any five heads of families belonging to the district, who may feel aggrieved by the action of the district board in fixing the location of a school-house on a particular spot, or in discontinuing a school, which they may have established by employing and paying a teacher in any house they may have purchased, hired, or occupied free of rent for the purposes of said school, shall be allowed to appeal from such action to a special board of reference, to be composed of the county superintendent as president, and any two trustees whom he may associate with him

from any other district in the county, except the one concerned; and on the written request of heads of families aforesaid, addressed to the county superintendent, it shall be the duty of that officer, without unnecessary delay, to call a meeting of the board of reference at or near the disputed place or places, giving due notice to all parties concerned. And if, at the time and place appointed, the board of reference be present, the said board shall proceed to hear both sides of the case, to examine in person all competing locations, and to decide where the school-house in question shall stand; or, as the case may be, whether the school in question shall be continued as a public free school; which decision shall be final. This board shall have jurisdiction over all questions which shall be presented to its consideration by similar appeal concerning the action of the district board in respect to any subject on which the district board now has final power. Any action taken by this board of reference shall be duly recorded in the record book of the district board whose action is reviewed, and also in the book of the county superintendent of schools.

CONDEMNATION OF LAND FOR SCHOOL-HOUSES.

104. If in the judgment of such school trustees the public interests demand that a school house be located on a particular spot, and no equitable arrangement for its purchase prove to be practicable, the board of trustees shall be authorized, and it shall be its duty, to cause the desired parcel of land to be surveyed by the county or other competent surveyor, and a plat of the same to be filed together with a general statement of the case, with the clerk of the county court, and thereupon shall ensue the same proceedings as are prescribed to enable a company, county or town to take land without the owner's consent in section six to twenty-one inclusive, of chapter fifty-six of the Code of eighteen hundred and seventy-three, or in any amendment of the same or other law providing for the condemnation of lands for such purposes: provided, that no parcel of land thus condemned shall exceed forty square poles in a city, eighty square poles in an incorporated town, or five acres in the country; and provided also, that no dwelling, yard, garden or orchard, shall be invaded, nor in an unincorporated village any space within one hundred feet of a dwelling, nor in the country any space within four hundred yards of a mansion-house without the consent of the owner; and provided further, that if the land condemned, lying in a county outside of a city or incorporated town, shall cease to be used for the purpose aforesaid for five years continuously, the title thereto shall revert to the original owner, his heirs or assigns.

STYLE AND EXPENSE OF STRUCTURE OF SCHOOL-HOUSES.

105. In erecting or providing school-houses for public free schools, the utmost economy shall be observed consistent with health and decency, and no house shall be erected without first consulting with the county superintendent concerning the style of the structure and the arrangements about the buildings and grounds. No public school shall be allowed in any building which is not in such condition and provided with such conveniences as are required by a due regard to decency and health; and when a school-house shall appear to the county superintendent of schools to be thus unfit for occupancy, it shall be his duty to condemn the same, and immediately to give notice thereof in writing to the chairman of the board of district school trustees, and thenceforth no public free school shall be held therein, nor shall any part of the state or county fund be applied to support any school in such house until the

county superintendent shall certify in writing to the board of district school trustees that he is satisfied with the condition of such building and with the appliances pertaining thereto.

SCHOOL DISTRICT NOT ENTITLED TO FUNDS UNTIL PROVISION IS MADE FOR SCHOOL-HOUSES, &c.

106. No school district shall receive any part of the funds unless it has made provision for school-houses, furniture, apparatus, text-books for indigent children, and all other means and appliances needful for the successful operation of the schools.

When state funds to be paid for school purposes.

107. No state money shall be paid for a public free school in any school district, until there is filed with the county superintendent a written statement, signed by the chairman and clerk of the board of district school trustees, testifying that the school has been kept in operation for five months during the current school year, or that arrangements have been made which shall secure the keeping it in operation that length of time: provided, that in case of the unavoidable discontinuance of a school before the expiration of the time required, the Board of Education shall be allowed to relax the requirements of this section, and to decide the case on its merits.

WHO ADMITTED TO PUBLIC SCHOOLS; PUPILS FROM CONTIGUOUS STATES.

Pupils from adjoining districts; white and colored to be separate; who excluded.

108. The public free schools shall be free to all persons between the ages of five and twenty-one years, residing within the school district; and the school board of any district bordering on another state: provided said state grants the same privilege to the state of Virginia, may, in its discretion, admit into the schools, free of tuition, persons of school age residing outside of the limits of the state, and near thereunto, if their parents or guardians pay taxes in the said school districts; and the Board of Education shall have power, and it shall be its duty, to make regulations whereby the children of one district may attend the schools in an adjoining district, either in or out of the county: provided that no school has been located and opened in the district in which the said children reside, and sufficiently near to attend the same, or if located and opened, that some unavoidable hindrance prevents their attendance; and the cost of their tuition be drawn from the funds pertaining to the district wherein they reside: provided that white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency; and any violation of these regulations which will impair the efficiency of the schools, or any discrimination in the pay of teachers in the same grade of schools in any school district, shall be deemed sufficient cause for the removal of the county school superintendent by the Board of Education. It shall be lawful for boards of district school trustees, in their discretion, to admit as pupils into the public free schools of their respective districts, persons between the ages of twenty-one and twenty-five years, on the prepayment of tuition fees, under regulations to be made by the Board of Education: provided such admission of pupils over twenty-one years, does not, in the opinion of the district school trustees, impair the usefulness and efficiency of such school.

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THE BATTLE OF BULL RUN.

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DECEMBER, 1884.

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Editor WM. F. FOX.

Editor of Official Department,

R. R. FARR, ... Superintendent Public Instruction.

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THE Educational Journal of Virginia.

Vol. XV.

Richmond, Va., December, 1884.

No. 12.

Value of Literary Culture to the Teacher.

By J. E. STUBBS.

II.

Let us now consider, in an illustrative way, the value of literary culture in the every-day work of the school-room. This value is seen, first,

IN ITS INSTRUCTIVE POWER.

One of the rarest gifts, either natural or acquired, to be found among the qualifications of teachers, is that of telling a story with skill—a power which gives one of the most convenient and most efficient vehicles of conveying instruction to children. In truth, it is the natural means of educating childhood. Whatever may be the merits of the discussion between the so-called “Old” and “New” in education, one good result is sure to follow the agitation—a better understanding of child-nature, and a wise conformity to that nature in methods of school work. I do not, by any means, sympathize with the idea that all our teaching is to be sugar-coated, and that the learning of lessons is to be made a thing of play. I believe in downright thorough training, which, beginning with the child’s school-days, shall continue to the end of them to develop strong, active, and vigorous faculties; not *one* faculty, nor two, but *all* of them. But, at the same time, cannot our teaching—all of it—be surcharged with the juices of life and living? Surely it can be vitalized in every grade of work. Public schools, and colleges, too, have been given too much to the dissection of their subjects of instruction and to the articulation of the bones. But we are beginning to show the better way. Instead of putting the world into a sort of a museum or an herbarium for our pupils, we are leading them with quickened minds to the living, growing world of animal and vegetable life. Why, every-

thing beneath his eyes is a world of mystery to the child. His little mind is in rapturous sympathy with the wonderful world about him. Yet how much of our instruction is absolutely lifeless. Take, for example, a class of children in the first-year grade, who are just beginning to learn the form and sounds of words: "Willie," says the teacher, pointing to the chart, "what is this?" Willie reads, "Ann saw the cat." "And what is this?" Willie: "Did Ann see the cat?" "Yes, Ann did see the cat." And so, by iteration and reiteration the work goes on until the child has learned the words and sentences of the chart lesson. Now, however valuable and necessary this form of instruction may be, I submit that it is not natural to the child, and that unless the primary teacher can supplement this drill by the use of incidents and object lessons—*story telling*—there will be a partial failure in respect to securing the highest results. As a matter of fact, good primary teachers do thus enlarge and sweeten the drill instruction of their grades. No child, if left to itself, ever tells anything in the form of a chart lesson.

Again, with reference to language lessons in the several primary grades, a frequent change from the detached and hyphenated sentences to short stories, told with skill by their teacher, written by the child, and then corrected for errors, would improve the character of the work done, and would moreover impart a healthful glow to the active young mind.

Again, with reference to instruction in morals, every teacher realizes the fact that the moral faculties are the slowest to develop, and also that mere didactic instruction is of little avail. The child is repelled by mere religious talk, but is attracted and quickened by the principles and precepts of morals and religion when they come to him in the incarnation of an honest and heroic life. In every school there are some children addicted to telling falsehoods, others to petty thefts, and others, perhaps, who have been defiled by debasing associations. The question above all other questions in that school room and to that teacher is: "How can I educate the moral nature and quicken the conscience of these children? Here is the highest form of duty put at my hands and pressing upon my heart." To answer that question will tax the wisdom of the best teacher. Stories, incidents, and illustrations carefully adapted and timely told give a very efficient means of reaching small children. Every child has delight in a tale or incident that records a brave deed or mentions a noble act. Nay more, every child in an atmosphere that gives life to noble sentiments, feels an impulse to emulate the virtues and deeds whose recital has

stirred deeply the nobler emotions in his breast. And in this fact, common to all observing eyes, lies either the child's salvation or his ruin. Which it shall be depends upon who supplies the food to the child's mind, and under what influences his emotions are excited. Without a rich and full literary culture the teacher will scarce be able to measure up to the requirements of that moral instruction which, if given at all, must often be indirect and always surcharged with the spirit of truth and honor.

Take up again, for example, the study of United States history. What do you find as a rule but an historical skeleton, without heart and without life? Of all the common-school studies this one seems to me to be most susceptible of rational and profitable treatment at the hands of the teacher; but, as a matter of fact, it is the most uninteresting of these studies. A taste for sound historical information and study may, can, and ought to be cultivated from the earlier years of the child's school life by a judicious use of the story-telling power, so that when the time for systematic study in history is reached the pupil, led by a taste almost unconsciously acquired, may be ready to study history by topics, making use of all suitable and available reference books. How can we afford to neglect in this branch of our instruction the rich and abundant resources of American poetry, romance, biography, and adventure? Yet we have been doing this very thing with systematic indifference. Longfellow, Whittier, Choate, Cooper, Parkman, and Irving have been sealed books to the average school-room. A meagre statement of facts, as cold as an iceberg and as barren as a desert, has been the beginning, the middle, and the end of our historical teaching. We have treated the minds committed to our care as though they possessed no powers of reason or imagination; both of which faculties may be thoroughly cultivated by the right use of historical studies. Paul Revere's Ride will awaken interest in the story of Lexington and Concord; our Grandmother's Story will sound the guns of Bunker Hill in the very ears of the school; while Sheridan's Ride will lay open the whole Shenandoah Valley to the eyes of the children. Or, again, suppose the habits and the character of the American Indian is the topic before the class. Now is the time to lead your pupils to the attainment of a just and correct view of the Indian character; its noble and its ignoble qualities, its virtues as well as its vices. Besides the historical treatises at hand, you may use "Hiawatha" in poetry, "The Last of the Mohicans" in fiction, and the "Oregon Trail" in adventure, with strong and even enthusiastic effect. Where Cooper paints with too much

color the heroic virtues of our brother of the woods and plain, Parkman will tone down the picture with discerning hand and sober brush. But better than all the positive knowledge thus gained, though of unmeasured value, is the training of the pupil to read, analyze, and compare facts and statements with a discriminating mind.

Consider, in the next place, how literature may be applied so as to give just views of life. Say, for example, that some crime has been committed in the neighborhood, and that the incidents of the crime have become a common subject of conversation among your pupils, especially the older ones, to whom vice and crime are too often presented in an attractive garb. The teacher, anxious to counteract the demoralizing influences which follow familiarity with vice and crime, and also to reveal to his pupils the torment and ruin that crime brings upon him who commits it, will choose, perhaps, to tell them the story of Donatello and Miriam, from the Marble Faun. Pointing out the little group of artists in the Catacombs, he will dwell upon Miriam with the haunting presence and power of some mysterious sin or misfortune, which is personified in the forbidding appearance and dogging footsteps of the Model; and upon the sweet, careless, joyful nature of the faun-like lad, who lives now in the smiles of Miriam's favor. Then follows an account of the killing of the Model by Donatello; a deed inspired by the eye of Miriam. But mark how changed is the lad. His sense of freedom is gone; his abounding joy is gone; his vivacity is gone—all gone forever. A single crime, done in the heat of a passionate moment, has poisoned the very springs of his life, and separated him from the object of his affection by an impassable gulf. With this the teacher may connect the story of the tragedy of Macbeth, with now and then a reading or quotation from the poet's lines to illustrate the thought. Or he may turn to the Bible on the desk and read the story of Adam's fall, which will have a new and deeper meaning now to these awakened minds, and also to take a few selections from Mrs. Browning's "Drama of Exile" to fill out the Bible picture. Who can estimate the value of such teaching? Not only have the minds of the children been awakened, their moral natures invigorated, and their imaginations exalted, but they have made the acquaintance of books that will never cease to be their teachers—books that will become the companions of their quiet hours, and determine the character of their associations throughout life. Shakespeare may become their friend and the Bible their daily inspiration.

The value of literary culture to the teacher is seen, second,

IN ITS SYMPATHETIC POWER.

The percentage of children and adults who cannot see with their eyes and cannot hear with their ears, and cannot think with their minds is very small—less, perhaps, than some of us feel willing to admit. Without stopping to discuss the merits of the criticism made against our schools, in that they fail in a measure to develop the perceptive faculties and to train the reasoning powers, I may say that literature can be made very useful in opening the mind of the child to the utility and beauty of the things which are about him. Let me illustrate what I mean by sympathetic power in literature. The time is a day early in December. The place is the white, frame school-house on the knoll, which I have reason to remember so well. The reading lesson of the day has become a drag. Somehow or other the lesson, once so interesting and instructive, has lost all its flavor. It has been worn out in the tread-mill of learning to read. Outside scattering snowflakes are falling, portents of the coming storm. It is the first snow of winter. "Books away, if you please," is the request from the teacher's desk. "Thomas, will you fetch me a few snowflakes on your coat-sleeve?" "What a funny request!" is the interrogation of more than a score of bright eyes. "Why did I ask Tom to fetch the snowflakes on his coat-sleeve, and not on his hands?" asks the teacher. And with that simple question he will lead out the minds of those children until they are in possession of all the facts concerning the snowflake, from the time it ascended to the clouds until it fell upon the coat of the boy on that December day. But about the time this lesson in natural science is finished, a question comes from that eager boy in the farthest corner of the room: "Sir, what makes the snowflake look like a star?"

O profound questions of childhood! how oft ye startle the minds and try the wisdom of your teachers. How oft ye bring them down in humility, and then draw them to higher planes of inspiration and usefulness. It is these penetrating questions from the lips of children, so difficult to answer, that give to the true teacher his supreme opportunity. For every important fact, every great truth, has great associations. In reply to the lad's question, the startled teacher said "I cannot answer that question to-day, but I will to-morrow, if the regular lessons are well learned." Now that district teacher is not even a college graduate. But on his way home he recalls the fact that he

has read a little volume by Ruskin, entitled "Ethics of the Dust," which treats of crystallization. He walks five miles that evening to the village library and secures the book. Turning to page 235 he finds just what he needs for the preparation of the most important lesson that he has yet taught.

He reads that, by the subtle law of crystallization, clay, when purified, is transformed into sapphire; sand, into an opal; soot, into a diamond; and water, into a star. But the teacher's lesson did not end here. From fact to principle, from principle to highest truth, he led the minds of those children. Listen as he closes the lesson: "The human clay, now trampled and despised, will not be, cannot be, knit into strength and light by accident or ordinances of unassisted fate. By human cruelty and iniquity, it has been afflicted; by human mercy and justice it must be raised; and, in all fear or questioning of what is or is not, the real message of creation, or of revelation, you may assuredly find perfect peace, if you are resolved to do that which your Lord has plainly required."

Or the teacher may give such a lesson in another form. Taking up a fifteen-cent copy of "Snow Bound," he reads:

The sun that brief December day
Rose cheerless over hills of gray,
And, darkly clouded, gave at noon
A sadder light than waning moon.
Slow tracing down the thickening sky
Its mute and ominous prophecy,
A portent seeming less than threat,
It sank from sight before it set.
A chill, no coat, however stout,
Of homespun stuff could quite shut out,
A hard, dull bitterness of cold,
That checked, mid-vein, the circling race
Of life-blood in the sharpened face
The coming of the snow-storm told.

Then follows a conversation respecting the New England winter and the hardships of the pilgrim settlers. From day to day portions of the poem are read to the pupils, while the teacher improves the opportunity for brief, stimulating "talks" upon topics suggested by the poem. Perhaps some day that bright, thoughtful girl by the window, breaks in with the question: "Sir, why is winter associated

with ideas of decay and death?" The teacher, before replying to the question, reads :

Yet Love will dream and Faith will trust,
(Since he who knows our needs is just)
That somehow, somewhere, meet we must.
Alas ! for him who never sees
The stars shine through the cypress trees ;
Who hath not learned in hours of faith,
The truth to flesh and sense unknown,
That Life is ever Lord of Death,
That Love can never lose its own.

A poem thus read cannot be kept within the school room. It will find its way into the homes and hearts of that neighborhood. Never again can winter be a common-place affair to the children of that district. Eyes have been opened to the wonderful beauty of that season, hearts have begun to respond to the music of the winter wind, and minds to feel the sublime power of a winter sky.

But the winter is almost gone when, on a bright day in March, the note of a song sparrow—first of the vanguard of returning birds—thrills that school-room with a new sensation. Now again does the teacher find his opportunity. He picks up, perchance, a copy of "Wake Robin," by John Burroughs, and reads to the school parts of the chapter on "The Return of the Birds." With the coming of spring-time the whole school—teacher and pupils—forms a class in Natural History. Every eye notes the coming of every bird. Every pencil makes a record of the facts observed, such as the time of coming, the appearance, the habits, etc., etc. No text-book is used. Nothing is told to the child which he cannot observe for himself. The teacher directs, encourages, and stimulates ; while the pupil sees, compares, and loves. In the midst of this work the teacher mentions a poem about birds, which has interested him, and, at an opportune hour, he reads to minds raptly attentive :

* * In this little town of yours,
You put to death, by means of a committee,
The ballad singers and the troubadours,
The street musicians of the heavenly city ;
The birds, who make sweet music for us all
In our dark hours, as David did for Saul.

Do you ne'er think, what wondrous beings these ?
Do you ne'er think who made them and who taught

The dialect they speak, where melodies
Alone are the interpreters of thought?
Whose household words are songs in many keys
Sweeter than instrument of man e'er taught?
Whose habitations in the tree-tops, even,
Are half-way houses on the road to Heaven?

During the time given to such work as this, have the regular tasks in reading, writing, and arithmetic suffered any loss of time? Not at all; while they have gained immeasurably in other ways. Do I speak too strongly when I say that in some such way as this, which I have tried to illustrate to you to-day, literature may be used to establish a sympathetic relation between the child and the world around him,—the fields, the woods, the birds, and the sky—a relation that will prove permanent, stimulating, and healthful?—*Ohio Ed. Monthly.*

History of Geography.

JOHN M. GREGORY, LL.D.

History and geography are natural associates and allies. They ought never to be separated. History is events. Geography is place. Events without place are merely stories. Place without events is simply emptiness. Events imply places, but place alone means nothing.

History includes geography, and when well and properly taught, gives the best and most lasting knowledge of the latter study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Any one will be convinced of this who will attempt to recall the geography lessons learned in childhood, or even five years ago.

In this estimate of geography, we leave out the so-called mathematical geography, which includes the astronomical facts of the form, size, motions and astronomical relations of our planet. And we leave out also the conventional art of mapping. This knowledge is of great value, and the use of maps is like the use of the dictionary, a lifelong need of every intelligent reader.

In history are properly included all the movements of mankind, individuals and nations. The march of armies, the migrations of peoples, battles, conquests and the fates of rulers—these are con-

spicuous events in human affairs; but commerce, art, literature, science, the progress of society—these, too, belong to history, and have their geographic areas and relations. To teach the whole of history, in the broadest use of the term, one would teach the whole geography.

The most successful teachers of geography are those who mix most of historic, commercial, or scientific incidents with their instructions. The places are peopled with facts, or made picturesque with the description. But even this falls short of the efficiency of a systematic study of history or science as the principal aim, and the mystery of geography as adjunct and subsidiary knowledge.

Isolated geography, taught independently of other studies, is "feeding on the east wind." Geography, studied as the territorial element of the great world-making, map-changing movements of man and his arts, sheds floods of light on the history of which it is the "local habitation" and the scene. No one forgets the geography of Jerusalem, of Waterloo, of Columbus's voyage, and of the Pilgrims' landing place, after having read, with map before him, the great deeds which make these places memorable. To learn the geography in advance of the history, or of the commercial, social, or scientific relations, which render it interesting and important, is to mark on the shifting seas the track where some ship is expected to sail, or to stake out, in the wilderness, the site of some city not yet built.

Some of the broader features of geography may be learned while studying the construction and use of maps. The places of the zones, the lay of the continents, the positions of the oceans, and perhaps the lands of the more famous or more familiar peoples, may be noted so far as to enable the young student to refer more readily to his maps as he comes to need them in his historic studies.

So also physical geography will demand study after chemistry, geography and other sciences have prepared the learner to understand its grand groupings and generalizations. And for all these some preparations may be made in the oral lessons on common things given to children in primary instruction. The landscape, with its hills and valleys, rivulets and soil, may help to make familiar many of the simple notions and words used by the geographer.

It is difficult to see how this isolated and barren geography should have won and retained so large a place among the common school studies, unless it is because it furnishes so much work for the pupils, and is so easy for the teacher. If the pupils must remain six hours

in school, they must be furnished some employment of their time, and the work of looking up places on the maps, and of drawing maps, certainly serves to keep them busy many an hour. And the teacher who is too ignorant to teach the elements of physiology, physics or botany, or other sciences intimately connected with the daily life of men, may still read to a class the questions to be answered from the atlas.

The conclusion from all here written is not that geography shall be studied less, but more; never, however, as a separate study, but always as a part of some other study with which it holds natural and necessary connection. It has been called a conglomeration science, borrowing its facts from astronomy, history, geology, botany, zoology, meteorology, and political science. May it not rather be said to be the local or territorial element of all these sciences, necessary to their existence, and needful to their comprehension? More especially is it a part of history, and, with chronology, constitutes the historical element of all the sciences.

Geography should, therefore, be a part of all studies, both in common schools and colleges. The atlas and the dictionary alike constitute a part of the outfit of every student, and are needed on every study table. The time heretofore given to mere geographical facts, places without events or relations, may well be given to history and science, with the map added. History has suffered as much from its divorce from geography as geography has from its isolation from history. Let the two be kept in close companionship, and we shall make both better historians and geographers. Let history be studied on the map, and every event and place will thus be better known and remembered.—*Wisconsin Journal of Education*.

Time-Saving by Good Teaching.

By F. LOUIS SOLDAN, St. Louis.

It is an often-heard saying that, "He is a benefactor of mankind who succeeds in making two ears of corn grow where there was but one before." It may be said with the same truth, that he bestows a blessing who shows a way by which one minute can do the labor of two, and in this form it has a direct application to the work of teaching. The years of schooling which a child receives form in all cases the *best*, and in many cases the *only* gift which a parent can give to him when he is about to start alone on the rugged road of

life. With some, education is offered in plenty to the full extent to which the child can avail himself of it; but in other cases the child is hurried from the school-room to the shop or factory before he has time to finish the work of even a year. It is true in many cases that every hour that a boy is kept in school means an act of self-sacrifice on the part of the parent, who toils day after day to give to his child the most precious gift of a good school education. Every principal or teacher knows that there are many cases when children, who are kept at work in stores or factories, return to school during the dull season, or when they are thrown out of employment avail themselves of a few weeks of schooling as best they can, and return to their work when they can find new employment. If thus the period during which many children attend school is short, and if others are enabled to remain in school only through the self-sacrificing efforts of the parents, the most should be made of the time which these children can spend in school.

Here, indeed, the greatest blessing would be to let every moment or every year of school do the work of two, if this were possible. At any rate there is no doubt that the attempt to make school time and school opportunities as valuable to each child as they can be made, is an aim that is worthy of the deepest thought, the greatest ingenuity, and the highest efforts that can be brought to bear upon it. "How can school-time be made most valuable to each child?" is the problem. The best solution seems to be to see to it that the child is taught by a thoroughly and carefully-trained teacher. The child should not be allowed to become the victim of the first attempts of a novice in teaching, who has never studied the mental or physical laws of child-nature, nor given any attention to the science of education and its history. There is no business in which one would trust costly materials to the hands of an apprentice, who has not yet learned his trade. The waste would be too great. Why, then, should children be used as a material for practice, given into the hands of untrained teachers? In order to make school-life as valuable as possible for each scholar, skilled teachers alone should have charge of education. It is the function of the Normal school to supply trained teachers. For the last five years there were so many unappointed teachers available that the graduates of the Normal school had, at times, to wait several years before they could find positions.

A complete change has taken place of late. There is no longer a larger supply of teachers than there is a demand for. The lists are exhausted, and the graduates going out to-day will, I am told, be needed at once. The supply of trained teachers from this source

will fall short of the demand, and unless steps are taken to increase the size of many of these schools, it is not unlikely that it will again become necessary to appoint candidates to positions who have not received any professional preparation for the work of teaching.

It is true that one lesson given by a good teacher is more profitable than two lessons given by a poor one, and if trained teachers are the instruments by which the time of the children can be made most valuable, it seems evident that the maintenance of a good Normal school is of the highest importance to the common schools at large.—*The Teacher.*

—To unfold the powers of children in due proportion to their age; not to transcend their ability; to arouse in them the sense of the observer and of the pioneer; to make them discoverers rather than imitators; to teach them accountability to themselves, and not slavish dependence upon the words of others; to address ourselves more to the will than to custom, to the reason rather than to the memory; to substitute for verbal recitations lessons about things; to lead to theory by way of art; to assign to physical movements and exercises a prominent place, from the earliest hours of life up to perfect maturity; such are the principles scattered broadcast in this book, and forming a happy counterpiece to the oddities of which Rousseau was, perhaps, most proud.—*Jules Steeg's Introduction to Rousseau's Emile.*

—A TEACHER OF BOYS.—In order to be a successful teacher of boys it is necessary to be their friend. It is necessary not only to take an interest in seeing that their lessons are properly recited, but to be sure also that they understand what they are doing, and take an interest in it. Make them feel that it is their business now, and that their future success in business depends on their doing their work well in the present. Boys like a friend, not an overseer.—*Practical Teacher.*

—ALL that can be required of a teacher is that he shall have furnished his pupils with a sound and strong education, drawn from the sources of reason, experience, and nature; that he shall have prepared them to learn to form judgments, to make use of their faculties, to enter valiantly upon study and life.—*Jules Steeg.*

—“THERE is time enough for everything in the course of the day, if you do but one thing at once; but there is not time enough in the year, if you will do two things at one time.”

Outline of Work

FOR COUNTY INSTITUTES IN THE STATE OF INDIANA.

The following comprehensive outline of work for the County Institutes of Indiana, issued by Hon. John W. Holcombe, Superintendent of Public Instruction, was prepared by a special committee of five of the ablest Superintendents of the State. The Committee was appointed by the State Superintendent, in accordance with a resolution adopted by the Indiana County Superintendents' Association. In referring to their report—the first half of which is given herewith—Superintendent Holcombe says, on behalf of the committee:

It was the opinion of the committee that, while the instruction of teachers in the subject-matter of the branches they are to teach is not the main purpose of the County Institute, it should, nevertheless, be kept in view to some extent, subordinated, of course, to instruction in the *art* of teaching, the inculcation of correct principles and methods. But principles and methods can be well taught only by the use of copious illustrations and examples. Thus, incidentally, may be afforded a valuable review of parts of the subjects of school work. The aim of this outline is to secure in the Institutes a practical application of principles, and a full and clear illustration of methods; and if too little attention seems given to the discussion of principles and methods themselves it is because that work has been thoroughly done in the outlines heretofore issued by the State Board of Education, to which this is in a manner supplementary, and to which instructors are referred for valuable aid in their preparation for Institute work. In these pages all the eight statutory branches have been outlined, with degrees of fullness varying with what were thought to be the needs of the present year; and, in addition, a lesson has been provided on "Good Behavior," a subject required by the law to be taught in the schools, and two lessons on "American Literature," an appropriate and interesting topic for Institute instruction, since it receives some, though inadequate, attention in the school histories of the United States, and furnishes a large part of the material of the reading books. Though aware of the imperfections of their work, prepared in so short a time, the committee submit it to the teachers of the State with the hope that it may prove useful, not only in securing uniformity in the standard of Institute instruction, but in affording helpful suggestions for the every-day work of their schools.

PROGRAMME FOR COUNTY INSTITUTES.

Hour.	Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9:00.	15 min.	Organisation of Institute	Opening Ex.	Opening Ex.	Opening Ex.	Opening Ex.
9:15.	45 min.		Spelling I.	Spelling II.	Dictionary.	Good Behav'r.
10:00.	40 min.	First Reader.	Sec'd Reader.	Third Reader.	Fourth Reader.	Fifth Reader.
10:40.	10 min.			RECESS.		
10:50.	40 min.	Arithmetic I.	Arithmetic II.	Arithmetic III.	Arithmetic IV.	Arithmetic V.
11:30.	30 min.	Hygiene I.	Hygiene II.	Physiology I.	Physiology II.	Physiology III.
12:00.	90 min.			RECESS.		
1:30.	40 min.	Language I.	Language II.	Language III.	Grammar I.	Grammar II.
2:10.	40 min.	Geography I.	Geography II.	Geography III.	Geography IV.	Geography V.
2:50.	10 min.			RECESS.		
3:00.	30 min.	Writing I.	*	Writing II.	*	Writing III.
3:30.	30 min.	U. S. History I.	Am. Lit. I.	U. S. History II.	Am. Lit. II.	U. S. Const'n.
4:00.	30 min.	*	*	*	*	*

*Exercises to be determined by the Superintendent.

SPELLING.

1. The Importance of Method.
 - a. It is claimed by many educators that too much time and attention are devoted to this study. Nevertheless,
 - b. It is admitted that we are a nation of bad spellers. From these facts, it seems that—
 - c. Our methods need improving.
2. The results to be secured by the study of spelling include the knowledge of,
 - a. The letters used in each word, and their order.
 - b. The sounds of the letters, and their diacritical marks.
 - c. The accentuation of the word, and the mark or marks by which it is indicated.
 - d. The correct syllabication of the word.
 - e. The correct pronunciation of the word.
 - f. The proper meaning of the word.
 - g. The proper use of the word.
 - h. The image of the written word.
3. The respective advantages of the different methods.
 - a. By oral spelling, a correct pronunciation is secured.
 - b. By written spelling, the image of the written word is obtained, and each pupil recites the entire lesson.
 - c. By dictation exercises, the correct meaning and use of the word are illustrated.
4. The best method a combination or alternation of all these.
 - a. How the methods may be combined.
 - b. How they may be arranged to alternate.
5. Class Management.
 - a. Written spelling, with slates.
 - b. Written spelling, with spelling blanks.
 - c. Correction of work.
 - d. Oral spelling.
6. Errors to be avoided,
 - a. Spelling should not be treated as merely an exercise of the memory. Teachers should exert themselves to avoid merely mechanical drill, and to put the work upon a better basis in the exercise of the pupils' reasoning powers.
 - b. That there are exceptions to rules and violations of analogy is no reason why we should treat spelling as a system without rule and wholly arbitrary.
 - c. There is no reason why we should regard the rules which govern our spelling as too difficult of comprehension to be generally taught and used. They should be mastered and applied by the pupils.
 - d. The teacher should not allow the work to become monotonous. It will admit of many variations, some of which are suggested farther on.
 - e. The teacher should neglect no opportunity of pointing out and correcting orthographical errors, in whatever work they may appear.

Variations of Classwork.

1. Teach the duplication of final consonants of monosyllables in the addition of suffixes.

a. State the rule, illustrating it by a few examples.

b. Call upon the pupils to write or pronounce a score or more of monosyllables ending in consonants, and to add a suffix to each, applying the rule.

2. Teach the duplication of final consonants of dissyllables.

3. Teach the omission of final *e* in the addition of suffixes.

4. Teach the change of *y* to *i* before a suffix.

5. Teach the meaning and application of common prefixes; as—pre, post, sub, trans, inter, con, super, ultra, re, retro, etc.

6. Assign lessons on geographical abbreviations, and the names of States and Territories, counties, cities, etc.

7. Assign for study general lists of abbreviations in common use.

8. Require lists of words containing a particular sound of a certain letter; as,—a dozen words, containing the sound of *a* as in *past*, etc.

9. Conduct exercises in the correction of errors in pronunciation, grouping together words of a class subject to the same common error; as, words of four syllables, accented upon the first, which are incorrectly pronounced with secondary accent—dis-soluble, seminary, miserable, cemetery, territory, promissory, terminable, statutory, operative.

THE DICTIONARY.

Every school should be supplied with an unabridged Dictionary of the English language; and should the school be unfurnished with so important an auxiliary to its work, it is to be hoped that the teacher can supply the deficiency.

The best teachers are generally those who consult the Dictionary the most frequently; the most to be condemned are those who teach error rather than make the exertion to ascertain what is correct and true, and those who are disinclined to consult authorities before pupils, fearing thus to expose their fallibility.

Not only should the teacher make frequent use of this book for himself; he should teach the school the value and the use of this important work, assured that the lessons he imparts and the habits he thus inculcates will be of use to the members in all subsequent life.

In the following outlines (which may be used for a variation of the work of spelling classes) are presented

Uses for which the Dictionary is Valuable.

1. For a better knowledge of ordinary words. We may frequently find ourselves mispronouncing, misspelling, or misusing some of the simplest and commonest words.

a. Examples of simple words frequently mispronounced: God, aunt, can't grass, water, want, etc.

b. Examples of simple words frequently misspelled: Until, separate, cupful, to-day, etc.

c. Examples of simple words frequently misused: Don't for doesn't; can, for may; shall, for will, etc.

2. For a knowledge of new, unusual, and difficult for words.
3. For a clear and full description of the sound of letters; as, the sound of *u* in tune, lute, etc.; *u* in rude, rule, etc.; *a* in psalm, father, etc., *e* in there, where, etc.
4. For the correct pronunciation of geographical names, many of which are omitted from the vocabularies of geographies; as Balaklava, Alnwick, Trafalgar, Monaco, Leicester, Norwich, Pompeii, Balmoral, etc.
5. For the correct pronunciation of biographical names found in the lessons and in current literature; as Beethoven, Marlborough, Brougham, Agassiz, Guyot, Faneuil, Bolivar, Ali, Rothschild, Castelar, Thiers, Goethe, etc.
6. For some account of the noted characters of fiction whose names appear in our reading lessons and in selections read in the school room; as—Hiawatha, Rip Van Winkle, Poor Richard, Little Nell, Sancho Panza, Sam Weller, Mrs. Grundy, Lenore, John Bull, Uncle Sam, The Man of Ross, Punchinello, Uriah Heep, etc.
7. For the origin of many words in common use referring to historical or legendary events, customs, and persons; as—stentorian, terpsichorean, hectoring, chalybeate, herculean, macadamizing, Easter, indenture, subjugate, emancipate, palladium, shibboleth, cabal, canard, Hoosier, esculapian, etc.
8. For an explanation of references to the mythology of the Greeks and Romans; as—Jupiter, Hebe, Juno, Vulcan, Mercury, Neptune, etc.
9. For the interpretation of foreign words, and phrases, frequently met in our readings; as—*Qui vive, post mortem, ipse dixit, ex parte, bona fide*, etc.
10. For the correct pronunciation of scripture names; as—Habakkuk, Ahasuerus, Sanhedrim, Zaccheus, etc.

GOOD BEHAVIOR.

1. What constitutes good behavior.
2. Motives for good behavior.
 - a. Desire for approbation.
 - b. Prudence or policy.
 - c. Approval of one's own conscience.
 - d. To realize in our own lives our ideals of right action. "You should be polite to others, not because you suppose them to be gentlemen, but because you are a gentleman yourself."
3. Habits of good behavior, how attained:
 - a. By knowledge of what right action is.
 - b. By regard for the feelings of others.
 - c. By the will to combine and direct such knowledge and regard.
4. Methods:
 - a. Clear explanation of the action desired.
 - b. Examples: as found in reading books, in history, in the biographies of illustrious persons, and in the Bible.
 - c. Example of the teacher: "unconscious tuition," etc.
5. Common Errors:
 - a. Expecting pupils to have the will to act right before they have a knowledge of what is right, or the proper feeling for right action.
 - b. Employment of censure and the neglect of commendation.
 - c. Hasty and harsh action by the teacher, etc.

A College Record.

Marked attention to Normal instruction has brought Roanoke College forward in the educational work of the South. This is a matter for general congratulation.

A glance at the Alumni roll shows teachers, high-school principals, and college presidents at important points from Maryland to Mexico. Representatives are found from the Atlantic to the Pacific. Several Alumni occupy important posts in California. The number of teachers sent out almost astonish us, and many fill positions of especial honor. Several female seminaries in Virginia and Maryland have principals and professors, in part, from the young college at Salem. Newberry College, in South Carolina, is indebted to Roanoke for a worthy president, who has distinguished himself as a disciplinarian. The excellent Academy at Newberry (S. C.) is under the efficient control of a Roanoke graduate. The High School at Prosperity is also an example in point. This fruitage of Normal work is quite remarkable, and is worthy of especial mention; for the simple play of educational enthusiasm has worked wonders. Our self-made colleges seem to inspire young men to do something, and the graduates have a will that makes the way. In fact, college men reach the long end of the public lever. Teachers mould the life and character of the rising generation. The school leads public sentiment, by which society and business is governed in turn. Hence the Church has always established schools for the express purpose of training and fixing the young in the line of Christian truth. We accomplish, indirectly, what no direct agency can do. Church and State are separate. No legislation can secure for State education a distinctively Christian character; but we may train our teachers in the Christian colleges that they may thus obtain a sanctified learning. Christian people can do much in the legitimate sphere of their citizenship toward moulding State education. Here is our opportunity.

State Superintendent Farr publishes a recent census, which gives the number of public-school teachers in Virginia, trained at the nine colleges and universities. The State University furnishes 58, the State Military Institute, 34; the State Agricultural and Mechanical College, 36; Washington and Lee University, 25; Emory and Henry College, 45; Hampden Sidney, 29; Randolph Macon, 33; Richmond, 36; and ROANOKE COLLEGE, 48. We thus see that Roanoke, in this important work, ranks next to the renowned University, and above all of the other institutions. When it is remembered that the Presbyterians, Methodists, Baptists, and Episcopalians have each a numerical advantage over the Lutherans in Virginia, we must commend the work of Roanoke, and may claim that its Normal instruction is a matter of no small import. The State institutions draw upon the public treasury. Some of the endowed colleges are more than a hundred years old. Roanoke is the youngest of all, and is just on the eve of its endowment, with never a dollar from the State treasury. It stands simply upon the merit of a good work. Among the instructors engaged in the Normal department, we find men of well-earned, national reputation, such as Hon. W. H. Ruffner, LL. D.; Hon. J. P. Wickersham, LL. D.; Prof. E. V. DeGraff, and Dr. A. D. Mayo.

In addition to its influential list of teachers, Roanoke College has furnished, during the past thirty years, more than fifty ministers of the Gospel, representing all of the evangelical denominations. Surely this showing warrants the growing recognition of the college as a school of national reputation. The record is a commendation of

self-made institutions. "In one respect," says Dr. Ruffner, "the building up of Roanoke College is the most remarkable work ever done in Virginia. The wonder consists in the building up of such an institution *without a constituency*, and without any distinctive idea in its Constitution. The Lutheran people, though a most excellent class, were too few and scattered, and, I may add, in the beginning at least, too indifferent to the enterprise to furnish a basis on which to erect a college. And as for the course of study and the thorough religious influence of the school, it was simply an old-fashioned, Christian college; the best kind of a college, perhaps, but offering nothing new or sensational, and Virginia was already well supplied with colleges. Under the most favorable influences, with a strong denomination to lean upon, with the State to lean upon, or with a popular idea to work with, the building up of a college is, commonly, a slow and laborious process; but here is one reared in less than twenty years (for the war period ought to be thrown out), reared out of a constituency *created chiefly by "personal influence."* (See Memorial Address, delivered at Richmond October 8, 1876.)

J. E. BUSHNELL.

Prosperity, S. C., Dec. 13, 1884.

How to Teach Geography.

By A TEACHER in the Public Schools of Washington County.

The study of geography is very interesting, as well as instructive; and it is not only important to know the situation of the various continents in reference to each other; the class of people inhabiting these lands; their customs, laws, religion, and general pursuits, but it is equally important to know the history of each separate country from the beginning of history down to the present time.

The teacher's first duty then is to familiarize the pupils with the names and situation of the various sub-divisions of the continents and bodies of water. Then take up the study of each country separately, as laid down in our school book, drill the pupil thoroughly as to the natural advantages, harbors, seacoast, and physical features; the race of people, their general thrift and prosperity, form of government, religion, and educational system; noticing closely under what form of laws the people are most prosperous.

After finishing up the book in this manner, which will not take the progressive teacher more than half of his school term, it is then that you may lead the mind in higher channels. Commence with the primitive home of man; have one of the class to draw a map of this country, showing its position in regard to other countries touching it. Now, take up the history of this country, trace it down to the present time; giving an account of the race of people inhabiting it, their government, social and foreign relations. Many questions can be asked the pupil during such a lecture that will test the memory.

For instance, in giving a history of a country, we know that the first family dwelt somewhere in Persia; that from them the various swarms parted off; one wave pressing south, became the forefathers of the nations in southeastern Asia. Then another pressed west, forming the various nations, the descendants of which dwell in Germany, England, and the United States. So we might next take up Greece, showing

what a great part that country has played in the world's affairs; founding colonies in Africa and Asia; becoming the leader in arts and civilization. And on, another step, where we find Greece's power swallowed up by her near neighbor, the Romans. In this manner, you bring before the mind all forms of government, and are enabled to show the relative strength of each country under its particular government.

THE PROGRESSIVE TEACHER.—This is an age of progressive ideas in education; normal schools, county and State institutes, teachers' meetings and educational journals, all combine to present better methods and to lead teachers to a higher standard of excellence in school-room work. The progressive teacher catches the thought of the times and enters with enthusiasm into the spirit of improvement that pervades educational circles and applies the experience of the successful workers to his or her own sphere of duty. The result is *success*.

A conundrum to be answered. How can a teacher, with all these aids at hand, plod on in the old, beaten, unnatural steps of former times,—“as they used to do when I was at school,”—seeing and hearing so much that naturally would inspire one to higher aims and the use of better methods.—*The Monthly Educator*.

AVOID ROUTINE —Have something new, both in manner and matter. Let it be presented in the most attractive style. If the subject be stale or difficult, the resources of the teacher will have ample scope for exercise. Never allow questions and answers to drag, let them be quick, decisive, and full. If certain members of the class are habitually negligent, make them carry the burden of the recitations. Make them give all the “*whys*,” or pass quickly and frequently to them from any part of the class. Blackboard drafts often draw when nothing else seemingly will.—*Prof. I. L. Wright in the North Carolina Teacher*.

READING.—The investigation of the reading-lesson forms the highest exercise of connected thinking in the common school, and, if judiciously conducted, ought to contribute very much to the habit of reflective reading in after-life.—*Currie*.

As ninety-nine hundredths of all the reading done by men and women is done silently and mentally, it is evident that the main purpose of the teacher, in all the higher grade classes, should be to train pupils to think when reading, and to gather up all the thoughts of the writer from the printed page.—*Swett*.

EDITORIAL PARAGRAPHS.

—An alumnus of Roanoke College, in an article printed elsewhere, shows with what vigor and success the work of this young institution has been carried on. With its first President we had no personal acquaintance, but his energy and ability commanded universal praise. The present official head, President J. D. Dreher, has been untiring in his work for the advancement of the College. He has availed him-

self of the most advanced college methods, has improved the courses of study, and by correspondence and large personal intercourse has enlisted the interest and co-operation of many of the most intelligent and influential people of the State. In numerous visits to Northern cities he has met with much encouragement, and has received substantial pecuniary aid for his College. His efforts have been marked by a clear apprehension of the popular needs and a judicious adaptation of the work of the College to its wants. His own energy, seconded by the co-operation of the able Faculty gathered around him, deserves the success which in so large a measure has been secured.

Our other institutions also are doing a noble work. It is now in order for some one possessed of the necessary information and interest to give us a summary of the special work of each. We should take great pleasure in laying it before our readers.

—We would call the attention of our readers to the excellent outline for county institute work for the State of Indiana, a part of which we publish in this number. The value of a well-defined aim to be reached in such meetings is a very important factor in their success. The outline given will accomplish this if the conductor will study it carefully, modifying it to meet his peculiar surroundings. It will give to the teachers also a clearer idea of what is required in their own work and will give definite direction to their search for the best methods of accomplishing it.

Book Notices.

In *The Riverside Literature Series*, Nos. 13 and 14, the publishers, Messrs. Houghton, Mifflin & Co., Boston, have given us Longfellow's *Song of Hiawatha*, with Introduction, Notes and Vocabulary. Price 15 cents each. For sale by West, Johnston & Co., 911 Main street.

THE ECLECTIC COMPLETE BOOK-KEEPING. By Ira Mayhew, author of "Mayhew's University Book-keeping," etc. Van Antwerp, Bragg & Co., Cincinnati and New York. Price 50 cents; postage and mailing 10 cents.

The methods employed in this book have endured the test of twenty-five years' use. We have used Mayhew's smaller treatise in the school-room and have been greatly pleased with it. It simplifies and explains better than any of the considerable number we have examined the *principles* of book-keeping. The student gains skill in his work and mental development, not by the use of empirical rules, but by a constant application of the principles of the science. The author takes special pains to elucidate clearly double entry book-keeping. We can very cordially recommend the volume to our readers.

NATURAL HISTORY PLAYS, DIALOGUES AND RECITATIONS FOR SCHOOL EXHIBITIONS. By Louisa P. Hopkins. Boston: Lee & Shepard publishers, 1885. Price 30 cents.

These plays are designed for a class of pupils from seven to twelve years of age. They furnish the fundamental facts of natural history in such a way as to afford both instruction and entertainment to the children. The pupils thus acquire unconsciously

much valuable knowledge on this very interesting subject. For sale by Randolph & English, 1302 Main street.

TABLEAUX DE LA REVOLUTION FRANCAISE. An Historical French Reader, edited with notes by T. F. Crane, A. M., and S. J. Brun, B. S., Cornell University. With an Introduction by President A. D. White. New York and London: G. P. Putnam's Sons, 1884. Price \$1.50.

The volume presents in mosaic an account of the French Revolution. By judicious selections from the great mass of material relating to this period the editors have given a series of vivid pictures rather than a complete history. The student is expected to fill up the gaps by the parallel reading of some brief history. The extracts have been made with great care, both with reference to their historic interest and their rhetorical worth. The style embraces a wide range. The notes are chiefly local or historical. Grammatical notes have been omitted. It has been assumed that the teacher will use the material furnished to illustrate all necessary points in grammar.

For sale by West, Johnston & Co., 911 Main street.

HOLMES AND EMERSON CALENDARS.—These Calendars seem to be among the most beautiful yet produced.

The Holmes Calendar is entirely new, Dr. Holmes's writings never before having been used for the purpose, and it will be valued by his many admirers not only for the daily messages from him which it will bring, but from its artistic appearance as well. The card on which it is mounted, of oblong shape, has a capital portrait of Dr. Holmes, on each side of which stands a group of maidens bearing rose garlands, with which they are decorating it. The design is illuminated in gold and colors, blended with delicate effect.

The Emerson Calendar has freshly arranged selections, and is newly decorated this year by Florence Taber, an excellent portrait of Emerson and the symbolic pine-tree appearing in the design. A border of conventionalized pansies runs across the top, and the whole effect of the coloring is as deep and rich as are the sentences which the Calendar contains. These Calendars are sold at one dollar each, and can be obtained of any bookseller.

For sale by West, Johnston & Co., 911 Main street.

Publishers' Notes.

—Messrs. Van Antwerp, Bragg & Co. have added to their already large list of school publications the following, formerly published by Jones Bros. & Co.: Milne's Inductive Arithmetics and Algebra, Ridpath's Histories of the United States, Ridpath's Inductive English Grammar, Bigsby's First Lessons in Philology, Forbriger's Patent Drawing Tablets, Stigmagraphic Manual and Drawing Paper, and Smith's Practical Music Reader.

—Frederick Harrison criticises Froude's Life of Carlyle very sharply in the January number of the *North American Review*.

—The handsome Holiday Catalogue of Harper and Brothers has been handed us by Messrs. West, Johnston & Co., 911 Main street.

The Magazines.

POPULAR SCIENCE MONTHLY for December.—The Reformation in Time-Keeping, by W. F. Allen (illustrated); American Aspects of Anthropology; School-Culture of the Observing Faculties, By J. C. Glashaw; Queer Flowers, by Grant Allen; Alcoholic Trance; The Problem of Universal Suffrage; Cannibalism as a Custom; Starvation—Its Moral and Physical Effects; The Chemistry of Cookery, by W. Mattieu Williams; The Perils of Rapid Civilization; Religion and the Doctrine of Evolution; Liquefaction of the Elementary Gases; The Oil Supply of the World—II; Oddities of Animal Character; Biographical Sketch of Edward B. Tylor (with portrait); Correspondence. Editor's Table: Science in School Management; The Abuse of Political Power; A Jewish Explanation of Jewish Success; Literary Notices; Popular Miscellany; Notes.

THE ATLANTIC MONTHLY for December.—Contents: In War Time, XXIII, XXIV; S. Weir Mitchell; Over the Andes, Stuart Chisholm; Francois Coppee, Frank T. Marzials; Penelope's Suitors, Edwin Lasseter Bynner; Two Harvests, Helen Jackson; The Lakes of Upper Italy—IV; Combination Novels, George Parsons Lathrop; "These are Your Brothers," Olive Thorne Miller; Among the Redwoods, E. R. Sill; Poe's Legendary Year, G. E. Woodberry; An American Flirtation, Grace Denio Litchfield; Canada and the British Connection, Edward Stanwood; The Contributors' Club; Books of the Month.

ST. NICHOLAS for December.—Contents: Frontispiece, The Infanta Marguerita Maria; The Light That is Felt (poem), John G. Whittier; Visiting Santa Claus (poem, illustrated), Lucy Larcom; A Talk About Painting (illustrated); The Hand-Organ Man's Little Girl (poem); Bury and the Goblin, Chapter I (illustrated); A Class in Natural History (picture); Sweet Miss Industry (verses, five pages illustrated and engrossed); The Hare and the Tortoise—I, Louisa M. Alcott; The Little Unknown (poem, illustrated); The Snow-Man (verses); Menhaden Sketches (illustrated), Mary Halleck Foote; The Mongol and the Maiden (verses); "Oh, Lady Moon" (verse, illustrated), Tales of Two Continents, Mikkel, Part II, H. H. Boyesen; Personally Conducted—II (illustrated), Frank B. Stockton; The Little Old Man of Dyre, Jingle; His One Fault—Chapter IV (illustrated), J. T. Trowbridge; The King's Feast in Rufus's Hall; Among the Law-Makers—Chapter II (illustrated); Imprisoned in an Iceberg (illustrated); What the Philosopher Said on Christmas-Day; Nicholas Alexandrovitch, Crown Prince of Russia (illustrated); The Pop-Corn Dance (illustrated song); The St. Nicholas Almanac (illustrated); For Very Little Folk, Madie's Christmas (illustrated), Mary Mapes Dodge; Jack-in-the-Pulpit (illustrated); The Letter Box; The Agassiz Association; The Riddle-Box (illustrated); A Dear Little School-Ma'am (illustrated verse); A Go-as-you-Please Race (picture).

THE CENTURY for December.—The Century for December has for its frontispiece a profile portrait of General Grant, engraved from a recently found photograph taken in 1891. It accompanies the second of the papers on the Civil War, "The Capture of Fort Donelson," which is contributed by General Lew Wallace, who commanded the Third Division of Grant's army during the siege. A score of illustrations present views on the field, portraits of officers, maps, and, not the least interesting, an autograph copy, recently made by General Grant, of his famous "Unconditional Surrender" dispatch to General Buckner. The "Recollections of a Private" are continued, with descriptions of the early "Campaigning to no Purpose" along the Potomac, with illustrations. In both papers the drawings are nearly all from photographs.

The fiction consists of "An Adventure of Huckleberry Finn, with an account of the famous Grangerford-Shepherdson Feud," by Mark Twain, being a tale of life along the Mississippi River, some of the types being represented in the sketches of D. W. Kemble; the first part of a novelette, in three parts, "The Knight of the Black Forest," by Miss Grace Denio Litchfield—a story of American girls in Europe, which is illustrated by Mrs. Mary Halleck Foote; and the second part of Mr. Howell's new novel, "The Rise of Silas Lapham."

THE JOURNAL OF SPECULATIVE PHILOSOPHY FOR JANUARY, 1884.—Contents: De Morgan as Logician, G. B. Halsted; Hegel's Idea of the Nature and Sanction of Law, W. B. Wines; Goshel on the Immortality of the Soul (Trans.), Susan E. Blow; The Mathematical 'ntinomies and their Solution, G. S. Fullerton; Fichte's Facts of Consciousness (Trans.), A. E. Kreuzer; Rowland G. Hazard's Works, Wm. T. Harris; A Study of the Iliad, D. J. Snider; Notes and Discussions.

EDUCATION FOR NOVEMBER-DECEMBER.—Contents: Frontispiece, C. C. Coffin; Moral Training and School Government, John T. Prince, Agent Massachusetts Board of Education; The Field and Work of the Academy, E. T. Tomlinson; The Spirit of Discipline in Education (I), translated from the French; Building for the Children in the South, Rev. A. D. Mayo; Quintilian, W. H. Venable; The New Education, W. N. Hallmann; A Treatise on Psychology (II), Louisa P. Hopkins; Needs in American Education, Mrs. Eva D. Kellogg; The Tokio Industrial School; The Constant in Education, B. A. Hinsdale; Editorial.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

THE Conference of Superintendents meets in the Hall of the House of Delegates Tuesday, February 10th, at 8 o'clock P. M. Make your arrangements to be present.

CIRCULAR NO. 408.—EXHIBITION AT THE SUPERINTENDENTS' CONFERENCE.—We will send to Superintendents, in a few days, suitable paper upon which to make the regular maps called for by Circular No. 395, and we must insist upon great accuracy in all *county* and *district* maps.

Before starting your county and district maps, go to your clerk's office and get the courses and distances of all the regular boundaries of the same; then determine the scale upon which you will make your maps—so many inches or fractions of an inch to a mile—then, with an ordinary protractor and plane scale, lay down your longest line as a base, adjusting it to your paper so as to locate the map, when completed, in the centre of the same, then all other straight lines, that are possible, with their proper courses and distances.

When the straight lines do not join, approximate the connecting curved or irregular lines as near as possible. After you have located on your paper all of the boundaries that are known, then protract the greatest length of your county or district, as the case may be, so as to bisect the greatest width of the same; then draw lines parallel to the horizontal and perpendicular at regular distances, using the length of each, if known; if not, approximate it. Roads, whose lengths are known are of great use in locating points in the outer boundaries, and are frequently very reliable.

These suggestions are not offered to restrict the ingenuity of the operator, but to direct his attention to a few points that may aid him in his work. Of course these lines will be used only on the trial map, which you will make before you prepare the one for this office, as we want the one returned here to be neat as well as accurate; therefore we send plenty of paper for the purpose. The maps of counties and districts will be bound in volumes for use in this office, and we want them by the first of February, so as to have them ready for your in-

spection at the Conference. By a little thought and much inquiring, it will be an easy matter to attain considerable accuracy in these matters. For instance, take the extreme length of county (every Superintendent ought to know that from visiting his schools), then take a point five miles north or south, east or west of this line of greatest length, as the case may be, and you can approximate very closely the length of that line—so with all the horizontal and perpendicular lines. When these lines are drawn, you will have all of the regular boundaries with points accurately located on the irregular boundaries; it is then an easy matter to exercise your judgment and connect all of these points by the irregular boundaries, such as mountains, streams, &c.

Don't undertake to copy from any other maps. We want the result of your best effort, as we expect, from the information you furnish, to correct many of the errors in existing maps.

In making county and district maps you can call to your assistance the county surveyors, who are always interested in having their counties properly represented, and who can give you much important information and valuable aid. Don't forget to give the magnetic variation and scale

The history of the public schools of your county is of great importance. As our system expands it takes us away from the days when Virginia had *comparatively* no system of public schools, and makes the history of our earlier efforts at public education harder to obtain.

Whilst many of our prominent men received the most of their education at the hands of the State, even under the miserable system that existed before the war, there is no accessible record of that fact. It is, therefore, hoped that every Superintendent will take pride in this work, and that he will send up a history that will be a credit to his people as well as himself. *Don't delay the work*—give it time and energy, and let us make this historical compilation accurate and reliable.

NEW ORLEANS EXPOSITION.—We are very much gratified to state that, under the call of circular No. 393 from this office, for contributions to the educational exhibit at the above exposition, fifty-nine superintendents reported.

Many of the contributions were very fine, and reflected credit upon the energy and promptness, as well as the taste, of the officers who sent them. The maps of the counties and cities are, perhaps, the

most interesting of the contributions, and convey much valuable information, as well as exhibiting the skill and accuracy of the draftsmen. With a few exceptions, there seemed to be a perfect dread of any reference to the scale upon which the maps were constructed. A little reflection will show all that a map made by *absolute guess* is of but little practical value. But we do not propose to criticise the contributions, as the time for getting them up was very short; and all deserve praise for their energy and promptness, and we feel so much gratification at the fifty-nine superintendents who reported that we will leave those superintendents who made no effort to contribute to their own reflections.

Contributions were received from several counties after the collections had been shipped. We regret they could not be included, as many of them are interesting. These have been preserved, and will be on exhibition at the superintendent's conference.

The following is a list of the articles contributed by the several superintendents and sent to New Orleans, viz.:

COUNTY MAPS.

The superintendents of the following counties furnished a map of their county, viz.: Alexandria, Alleghany, Augusta, Bath, Bedford, Brunswick, Campbell, Carroll, Charlotte, Craig, Culpeper, Dinwiddie, Elizabeth City, Fairfax, Fauquier, Fluvanna, Frederick, Goochland, Grayson, Greensville, Halifax, Hanover, Henrico, Henry, James City, King George, Lee, Madison, Mecklenburg, Nansemond, New Kent, Northampton, Northumberland, Nottoway, Orange, Patrick, Pittsylvania, Powhatan, Prince Edward, Prince George, Princess Anne, Pulaski, Richmond, Roanoke, Rockbridge, Rockingham and Stafford.

CITY MAPS.

Superintendents of the following cities furnish a map of their city: Alexandria, Fredericksburg, Lynchburg, Manchester, Norfolk, Petersburg, Richmond and Staunton.

MISCELLANEOUS CONTRIBUTIONS.

Superintendent J. C. Weaver, of Accomac—Four general maps.

Superintendent H. S. Roller, of Augusta—Seven general maps; drawing of old log school house; and three compositions.

Superintendent W. F. Carne, of Alexandria—History of the city schools.

Superintendent J. G. Board, of Bedford—Photograph of school house.

Superintendent H. C. Slaughter, of Danville—Nineteen general maps; history of schools (by Rev. G. W. Dame); four photographs of school houses.

Superintendent C. M. Loutham, of Clarke—Three drawings of school houses.

Superintendent J. C. Paris, of Charlotte—Drawing of school house.

Superintendent C. M. Harris, of Dinwiddie—Two general maps; drawing of school house; twenty-five compositions.

Superintendent I. L. Jones, of Elizabeth City—One general map; drawing of log school house.

Superintendent W. H. Strother, of Fauquier—Five general maps; two photographs school houses.

Superintendent J. R. Haden, of Fluvanna—Drawings of three school houses.

Superintendent G. W. Ward, of Frederick—Eighteen general maps,

Superintendent Daniel Ruggles, of Fredericksburg—History of schools; four copies; two photographs of school houses.

Superintendent J. L. Valentine, of Hanover—Drawing of two school houses, "old and new."

Superintendent J. M. Smith, of Henry—Thirteen general maps.

Superintendent T. E. Barksdale, of Halifax—Two photographs of school buildings.

Superintendent W. S. Hale, of Grayson—Drawing of two school houses.

Superintendent E. C. Glass, of Lynchburg—Twenty-five compositions; diagram of school building.

Superintendent E. B. Howle, of Manchester—Twenty-nine general maps; drawing of two school houses.

Superintendent H. E. Coleman, of Mecklenburg—One general map; history of Boydton Institute; three compositions.

Superintendent R. G. Banks, of Norfolk—Twelve general maps; three drawings; eight compositions.

Superintendent J. E. Perkinson, of Nottoway—Eleven general maps; eight essays.

Superintendent Major E. B. Branch, of Petersburg—Fifty-seven general maps; ninety-one specimens of penmanship; twenty-one compositions; photograph of Virginia Normal and Collegiate Institute (colored); nine drawings of school houses.

Superintendent Dr. J. W. Wilson, of Pittsylvania—Twelve general maps; list of counties and derivation of their names; twelve essays.

Superintendent E. M. Garnett, of Richmond city—Three hundred

and thirty general maps; diagram Moore St. Industrial School (by Prof. John Oliver); package Pendleton's arithmetical cards and drawing maps; three diagrams of government; photographs of the following public school buildings: "Richmond High School," "Nicholson School," "Central School," "Bethel School," "Bellevue School," "Elba School," "Springfield School," "Madison School," "Leigh School," "Normal School," "East End School," "Valley School," "Navy Hill School," "Baker School."

Superintendent M. J. Alexander, of Pulaski—Eight photographs of school houses, "old and new;" one photograph of court house.

Superintendent M. P. Frantz, of Roanoke—One general map; history of Academy News; lot of compositions.

Superintendent Rev. A. P. Funkhouser, of Rockingham—Fifty general maps; package Latin and French exercises, compositions, grammatical diagrams and essays, literature charts, monthly examinations; specimen of hair and needle work; photograph graded school building; crayon drawings.

Superintendent J. L. Hamilton, of Rockbridge—Twenty-six general maps.

Superintendent W. A. Bowles, of Staunton—Twenty-five general maps; seven compositions; twenty-two copies.

General G. W. Custis Lee, President of the Washington and Lee University, kindly contributed the following fine photographs: "Washington and Lee University building," "Residence of the late General R. E. Lee," "Newcomb Hall," "Statue of the late General R. E. Lee," "Grace Memorial Church," "Chapel," "Grounds of College."

Prof. C. E. Vawter, Principal of the Miller Manual Labor School, of Albemarle, forwarded nine large diagrams nicely framed and finely executed, the work of his students.

In addition to all the above-named contributions, the central office forwarded a full collection of everything that would tend to show the methods by which the system is run, and the manner in which all information is gathered together, with a short history and table showing the rise and progress of the present public free school system in the State. The following embraces the exhibit of the central office:

Bound volume of original annual reports from county and city superintendents.

Specimen copy of each annual report of Department of Public Instruction.

Same reports bound in three volumes.

Bound copy of school law.

Bound volume containing original reports of superintendents, of questions used in examining their teachers.

Bound volume containing original reports from superintendents of "Census of Teachers."

Copy of each blank used in central office.

Bound volume of report of Superintendent of Schools Richmond city, from inauguration of present public free school system up to 1884.

Bound volume of report of Alexandria city school board and school regulations of same.

Lynchburg school reports and school regulations.

Bound volume of city ordinances and school report city of Fredericksburg.

Outline and course of studies in public schools, city of Richmond.

Course of studies in public schools, city of Danville.

Report of Superintendent city of Petersburg.

COMMITTEE ON CONSTITUTION AND CODE OF BY-LAWS FOR THE GOVERNMENT OF THE CONFERENCE.—For fear the gentlemen appointed to perform the above work may lose sight of it, we again call their attention to its importance by giving their names as follows: Dr. J. L. M. Curry, Judge G. S. Stevens, C. M. Loutham, Professor W. F. Fox, T. E. Barksdale, Rev. A. P. Funkhouser, E. B. Howle, Major A. G. Pendleton, A. A. McDonald, Major R. G. Banks, Major E. B. Branch.

If this committee will prepare and forward their report to this office, we will have it printed in time for the use of the Conference.

COUNTY EXHIBITIONS.—We are pleased to hear from some of our County Superintendents that they intend to hold County Exhibitions prior to the Superintendents' Conference. This is an excellent idea, and we hope all who can will adopt it. Let us make every effort to get the teachers and pupils interested in this work, so as to secure a good collection of maps, charts, diagrams, drawings, examination papers and every class of work that will show the progress and development of our schools.

By combining teachers' institutes with the County Exhibition great interest could be added to the work, and more good accomplished.

When practicable, let Superintendents try this plan and send their collection on to the Conference. But Superintendents must, whether

they hold County Exhibitions or not, exert themselves to have their counties fairly represented at the Conference, as required by circular No. 395.

THE EXCURSION TO NEW ORLEANS.—We give place to the following letter from "A Journal Reader," because the inquiries and suggestions are directly to the point. Our friend should have furnished us with his name as this is a customary requirement and a courtesy due from him, but as it is a matter which we are agitating at this time and is one of general interest we publish it in this Department :

ROCKBRIDGE, VA., Dec. 15, 1884.

R. R. FARR, *Superintendent Public Instruction* :

DEAR SIR,—While so much is being done to have our State well represented at the exposition, could not something be done to aid the public school officers and teachers to attend? It is a chance that a great many of us will hardly have again, for treasuring up information that will prove of incalculable value in our profession. The railroads have always allowed special rates when Teachers' Conferences, &c., were in session; now cannot some influential persons exert themselves to secure such rates to the Exposition? By urging our superintendents, trustees and teachers to attend, and by placing the expenses within the limit of their purses, your JOURNAL would be bestowing a priceless favor. Will you not aid us?

A JOURNAL READER.

CIRCULAR NO. 407—REDUCED FARE FOR THE SUPERINTENDENTS' CONFERENCE.—The following liberal arrangements over the various lines for public school officials and their families have been made. All persons wishing to avail themselves of these rates must procure from the Superintendent of schools of their respective counties a printed certificate of identification. These certificates will be furnished the superintendents by this office, in sufficient numbers to provide all who make application for them :

The Virginia Midland R. R. will sell round-trip tickets to the following points, viz : Alexandria, Charlottesville and Danville for one unlimited fare. From Lynchburg to Richmond and return for \$6.50, tickets to be on sale February 8th, 9th and 10th, good to return till 20th.

The Norfolk and Western R. R. will sell round trip tickets to

Lynchburg or Petersburg at "usual excursion rates." Agent at Lynchburg will sell round-trip to Richmond for \$6.50, and agent at Norfolk round trip to Richmond for \$3.50. Tickets on sale February 9th and 10th, good to return February 20th.

Agents of the S. V. R. R. will sell round-trip tickets to Waynesboro Junction, Buchanan or Roanoke, at excursion rates, on February 9th and 10th, good to return February 20th.

The Chesapeake & Ohio R. R. will sell round-trip tickets from all points on their line to Richmond on February 9th and 10th, good to return until the 20th, at five cents per mile. The rate from Norfolk will be \$3.50 round-trip.

The Richmond & Alleghany R. R. will sell round-trip tickets for five cents per mile, and from Lynchburg \$6.50 round-trip—good to return until February 20th. Tickets on sale February 9th and 10th.

The Baltimore & Ohio R. R. will sell to all holding a special certificate, signed by L. M. Cole, round-trip tickets at the rate of two cents per mile each way. These special certificates will be furnished on application to the Superintendent of Public Instruction.

The Richmond & Danville R. R. will sell round-trip tickets at the rate of five cents per mile—tickets good from February 9th to 20th, inclusive.

The Seaboard & Roanoke will sell round-trip tickets for one fare.

W. O. & W. R. R., round-trip tickets at four cents per mile, good from 9th to 20th, inclusive.

A. & F. R. R., round-trip to Quantico, four cents per mile (special certificate), good from 9th to 20th February, inclusive.

The Richmond & Petersburg will sell at the following rates :

For parties of ten or more.

Petersburg to Richmond and return,	.	.	.	.	.	\$1.35
Chester " " " "	.	.	.	.	.	85
Centralia " " " "	.	.	.	.	.	75

Less than ten.

Petersburg to Richmond and return,	.	.	.	.	.	\$1.60
Chester " " " "	.	.	.	.	.	1.00
Centralia " " " "	.	.	.	.	.	85

EXCURSION TO THE NEW ORLEANS EXPOSITION.—We have received several communications from teachers and school officers inquiring if there will be an excursion on their behalf to New Orleans during the Exposition. We regard this great Exposition as possessing strong educational features, and as being of particular interest

to Southern school officials and teachers ; for, besides the usual array of machinery, mechanical and other devices, there has never been a greater collection of works of art and educational appliances, and the results of education, exhibited in this country. The public free school system of every State and territory in the Union is fully represented—to say nothing of the exhibits from foreign countries—all of which would be of peculiar interest to our school officers, teachers and pupils.

Whilst it is rather extra-official, we are willing to undertake to secure cheap rates to New Orleans, if a sufficient number of school officers and teachers desire it. Anything like liberal rates cannot be secured for a less number than fifty, to start from a given point—that is, the fare to be paid from said point ; of course, it could be arranged so that the excursionists could join the excursion at the nearest points to them, but they would have to pay the fare from the *starting point*.

To test the matter, we invite all who would like to join an excursion to New Orleans to write to this office at once, giving the time the excursion ought to start, for how long the rates ought to be arranged, and any other suggestions that may occur to them. In the meantime, we will inquire as to the cost of trip, if sufficient number of subscribers can be obtained.

We are in correspondence with General Eaton, United States Commissioner of Education, who is now at the Exposition, in reference to this matter, and will soon be in possession of all information in regard to rates.

THE following editorial we take from "The People," a county paper published in Harrisonburg. This shows a gratifying and progressive spirit on the part of the editor, Rev. A. P. Funkhouser, the energetic Superintendent of Rockingham county :

COUNTY SCHOOL EXHIBIT —We print to-day, on our first page, an important circular-letter from Hon. R. R. Farr, Superintendent of Public Instruction. The letter explains itself, and commends itself as well, to all interested in the public schools. Every teacher will understand that something is expected from every school, and from every class in the school that is able to print letters. Thus, every school will be brought into competition with all of 210 schools in the county, and indeed with the 6,000 in the State. Every scholar will be comparing work with the 7,000 scholars in our county schools. There is certainly inspiration here for each to do his best. We trust

every teacher in the county will endeavor to have the best showing for his school. Of all the scholars, which one will show the greatest progress? Who will show the best work done? Next week, at the Institute, we hope to say particularly just what we want done. Every family is interested, not for show, but for the real, good work of the children. Let us see such an awakening to work in the schools as this county never before witnessed.

A scholar's progress in school is measured not by the number of facts he gains, but by his mental drill, his skill in the mastery of the subjects he has in hand, and in his ability to think, to solve the problems of life. That child is half educated who is thoroughly awake to observe, to listen, to think. The time is short—there is not a moment to lose—yet much may be done in one month. Make your plans to go to work at once.

All paper for drawing purposes will be furnished by the Superintendent. Call for what you will certainly use, and go to work.

Before Superintendent Farr's circular was received, the Superintendent of Rockingham county had determined to have a "County Exhibition," and had so announced it in several schools. The plan was submitted to the State Superintendent, and he warmly endorsed it. Mr. Farr says: "County Exhibit with something from each school! Capital! Have it by *all means*, and then send it right on to the Conference Exhibition. Write it up—call attention to it in "The People," say to your brother Superintendents that I most heartily commend it, and hope that every county and city Superintendent in the State will hold one."

Rockingham will take the initiatory steps and "hold one," and every teacher and school will contribute something to it, the very best that can be done in the given time.

WANTED.—Rev. S. S. Ryder, Superintendent Schools Bath county, post-office, Warm Springs, wants a colored male teacher—will pay \$30 per month.

CIRCULAR NO. 399.—This circular, which we publish herewith, gives the apportionment of the State school money, under the Grandstaff act, for the year ending the 31st day of July, 1885. The statement of gross sums of all funds applicable for public free school purposes, required to be furnished to the Superintendent of Public Instruction by the Auditor of Public Accounts under the provisions of the above act, was not received at this office until the 17th of December. In order that no delay might be occasioned, the distributive state-

ment showing the amount due the several counties and corporations in the State was made out and forwarded to the Auditor on the evening of the same day, and we trust that the superintendents have received warrants for the amounts due their respective counties and cities and that the teachers may be able to get their warrants cashed without discount or trouble.

We would urge the teachers not to suffer their warrants to be "shaved," and it is against the law for Treasurers to discount them. Present them to the Treasurer, it is his duty to have the money on hand to pay them. If he has settled up with the Auditor and has paid in all the money collected on account of the State and will make the proper statement to Auditor Marye, we have no doubt but that he will send him money enough to take up at least all the warrants for salary due the teachers prior to the 15th of December. The law declares that a teacher's warrant, issued under this act, "shall be paid by the County Treasurer at its face value in preference to other warrants" when properly signed.

It would be well for Superintendents and all others who are interested to read sections 131 to 138, inclusive.

[CIRCULAR No. 399.]

COMMONWEALTH OF VIRGINIA,
DEPARTMENT OF PUBLIC INSTRUCTION,
Office, No. 520 N. 9th St.,
RICHMOND, Dec'r 17th, 1884.

*To County and City Superintendents of Schools
and County and City Treasurers:*

This circular is issued only for information, and gives the amounts apportioned to each county and city, and for which the Auditor of Public Accounts issues his warrants to the Superintendents under the provisions of Sections 131 and 132 of School Law (Grandstaff Act, approved March 6th, 1882).

The amount reported by Auditor Marye this day as due the schools of the Commonwealth, under the above act, for the school year ending the 31st day of July, 1885, amounts to \$610,589.69, which would divide at the rate of \$1.09687+; but to avoid a fraction of a cent we have used \$1.0969 *per capita*, which increases the amount \$16.1386, making the sum actually apportioned \$610,605.8286.

This money is to be disbursed *exclusively for the pay of teachers* only upon the warrants of the School Superintendents, as provided for in said act.

A copy of this circular is sent to each County and City Superintendent and to each County and City Treasurer.

This table shows the school population and the amounts apportioned.

COUNTY OR CITY.	School Population.	Amount Apportioned.
		\$ (15.
Accomac	8,702	9,545.2238
Albemarle	12,570	13,788.0330
Alexandria city	4,582	5,025.9958
Alexandria county	1,248	1,368.9312
Alleghany	1,840	2,018.2960
Amelia	4,109	4,507.1621
Amherst	6,870	7,535.7030
Appomattox	3,871	4,246.0999
Augusta	10,423	11,432.9887
Staunton city	1,647	1,806.5943
Bath	1,666	1,827.4354
Bedford	11,420	12,526.5980
Bland	1,895	2,078.6255
Botetourt	5,104	5,598.5776
Brunswick	6,397	7,016.8693
Buchanan	2,236	2,452.6684
Buckingham	6,436	7,059.6484
Campbell	7,313	8,021.6297
Caroline	6,480	7,107.9120
Carroll	5,101	5,595.2869
Charles City	2,078	2,279.3582
Charlotte	6,826	7,487.4394
Chesterfield	6,504	7,134.2376
Manchester city	1,880	2,062.1720
Clarke	2,789	3,059.2541
Craig	1,386	1,520.3034
Culpeper	5,020	5,506.4380
Cumberland	4,273	4,687.0537
Dickenson	1,500	1,645.3500
Dinwiddie	5,283	5,794.9227
Elizabeth City	3,315	3,636.2235
Essex	4,328	4,747.3832
Fairfax	5,660	6,208.4540
Fauquier	8,514	9,339.0066
Floyd	5,142	5,640.2598
Fluvanna	4,074	4,468.7706
Franklin	9,356	10,262.5964
Frederick	4,634	5,083.0346
Winchester	1,720	1,886.6680
Giles	3,565	3,910.4485
Gloucester	4,429	4,858.1701
Goochland	3,662	4,016.8478
Grayson	5,574	6,114.1206
Greene	2,215	2,429.6335
Greensville	3,354	3,679.0026
Halifax	13,348	14,641.4212
Hanover	7,001	7,679.3969
Henrico	5,891	6,461.8379
Henry	6,436	7,096.6484
Highland	1,860	2,040.2340
Isle of Wight	3,557	3,601.6733
James City (including Williamsburg)	1,713	1,878.9897
King & Queen	3,753	4,116.6657
King George	2,420	2,654.4980
King William	3,448	3,782.1112
Lancaster	2,322	2,547.0018

COUNTY OR CITY.	School Population.	Amount Apportioned.
		\$ Cts.
Lee.....	6,800	7,458.9200
Loudoun.....	8,679	9,519.9951
Louisa.....	7,100	7,787.9900
Lunenburg.....	4,550	4,990.8950
Lynchburg.....	4,907	5,382.4883
Madison.....	3,777	4,142.9913
Mathews.....	2,516	2,759.8004
Mecklenburg.....	10,035	11,007.3915
Middlesex.....	2,384	2,615.0096
Montgomery.....	6,783	7,440.2727
Nansemond.....	5,336	5,853.0584
Nelson.....	6,199	6,799.6831
New Kent.....	2,027	2,223.4163
Norfolk city.....	6,695	7,343.7455
Norfolk county.....	7,850	8,610.6650
Northampton.....	3,339	3,662.5491
Northumberland.....	3,155	3,460.7195
Nottoway.....	4,260	4,672.7940
Orange.....	4,978	5,460.3682
Page.....	3,512	3,852.3128
Patrick.....	4,808	5,273.8952
Petersburg.....	7,203	7,900.9707
Pittsylvania (Includ'g dist'ct of Tunstall, Dan River & N. Danv'le)	16,601	18,209.6369
Danville.....	2,126	2,332.0094
Portsmouth.....	3,210	3,521.0490
Powhatan.....	2,871	3,149.1999
Prince Edward.....	5,606	6,149.2214
Prince George.....	3,104	3,404.7776
Prince William.....	3,457	3,791.9833
Princess Anne.....	3,227	3,539.6963
Pulaski.....	3,247	3,561.6343
Rappahannock.....	3,799	4,167.1231
Richmond city.....	21,536	23,622.8384
Richmond county.....	2,843	3,118.4867
Roanoke.....	5,167	5,667.6823
Rockbridge.....	7,317	8,026.0073
Rockingham.....	11,148	12,228.2412
Russell.....	5,588	6,129.4772
Scott.....	7,019	7,699.1411
Shenandoah.....	6,505	7,135.3345
Smyth.....	4,600	5,045.7400
Southampton.....	6,508	7,138.6252
Spotsylvania.....	3,804	4,172.6076
Fredericksburg.....	1,334	1,463.2646
Stafford.....	2,979	3,267.6651
Surry.....	2,271	2,491.0599
Sussex.....	3,830	4,201.1270
Tazewell.....	5,011	5,496.5659
Warren.....	2,634	2,889.2346
Warwick.....	798	875.3262
Washington.....	9,110	9,992.7590
Westmoreland.....	3,300	3,619.7700
Wise.....	2,310	2,533.8390
Wythe.....	5,335	5,851.9015
York.....	2,837	3,111.9053
Totals.....	556,665	\$610,605,8286

As is our custom, we publish the statement received from Hon. Eben S. Stearns, Chancellor of State Normal College, Tennessee, of the average rank, etc., of the students from Virginia.

This statement, for the period ending December 24th, 1884, is not at all satisfactory. We think the "fair average" is low enough, and that any good student, by close application, ought, at least, to make this.

UNIVERSITY OF NASHVILLE,
STATE NORMAL COLLEGE,
December 29th, 1884.

HON. R. R. FARR,

State Superintendent of Public Instruction :

Dear Sir,—I beg leave herewith to transmit for your inspection a statement of the average rank, etc., of the students from Virginia holding Peabody Scholarships at the Normal College, at Nashville, Tenn., for the period ending December 24th, 1884.

NAMES.	Scholarship Year.	Class Work, including Examinations.	Daily Attendance.
Nita Chandler.....	First.		Leaves—Sick.
Mary P. Caruthers	Second.	70	
Helen Malcolm.....	First.	64	
Florence McNeill.....	First.	77	
Mary Rohleder.....	Second.	86	
Phardora Simpson.....	First.	93 1-5	
Minnie L. Tanner.....	First.	{ Examination not completed on account of illness.	
Antie C. Thacker.....	Second.		
Wm. L. Andrews.....	Second.	84	
Thos. H. Campbell.....	First.	70	
Brownlow Light.....	First.	66	
Charles G. Maphis.....	First.	67	

Reported at close of year.

Yours, sincerely,

EBEN S. STEARNS,
Chancellor, &c.

Seventy-five is a fair average and entitles the student to continuance in his class and progress with it.

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For 1885

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A COUNTRY GENTLEMAN.

By MRS. OLIPHANT,

Author of "The Ladies Lindores." "The Wizard's Son," etc.

III.

THE PROPHET OF THE GREAT SMOKY MOUNTAINS.

By CHARLES EGBERT CRADDOCK,

Author of "In the Tennessee Mountains."

IV.

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Ingenuity in the School-Room.

By PRINCIPAL A. F. ONDERDONK.

Ingenuity, as defined by Webster, is the quality or power of ready invention, quickness or acuteness in combining ideas, or in forming new combinations; skill. Popularly, the term is restricted to mechanical contrivances; but it admits of a much wider range of meaning, and many of its best examples are to be found far beyond the limits of the workshop. We can speak with as much propriety of an ingenious author as of an ingenious mechanic. Besides an ingenious machine, there is such a thing as an ingenious definition, an ingenious expedient, an ingenious plan and an ingenious policy; and every teacher knows that it is not unfrequently necessary to resort to ingenious strategy in order to expose an ingenious lie. One invents a machine for sharpening pencils, while another has a way of giving point to remarks and questions; both are ingenious. The ingenuity of one who makes a parallel ruler may be paralleled by that of another who simply makes a rule. In the same number of a recent educational periodical, one writer calls attention to the ingenuity displayed in the construction of a patent map-support, and another says: "A teacher needs more *ingenuity* to keep this re-memorizing of the multiplication-table bright, pleasant and effective work from September to Christmas, than in any other work in those grades during the whole year."

It is in the broad sense, thus indicated, that the term ingenuity is used on the present occasion; including in it, not only all material and tangible educational devices, from a planetarium to a pen-holder, but also all those exhibitions of skill in discipline, management and instruction that can be given by mind alone, with little or no assistance from matter.

Now, in the industrial world, to what intent are tools, implements, machines and other materializations of inventive genius devised? To lighten labor; to avoid trouble; to save time; to apply, direct and

economize energy ; to do some things better than they could otherwise be done ; and to accomplish other things that were otherwise impossible. The ingenious man, by taking advantage of the substances and the laws of nature, compels her to minister to his necessities, his convenience, his comfort, his pleasure or his profit ; and he who does not or cannot do this for himself, or who through ignorance, negligence or indolence, fails to avail himself of the ingenuity of others, labors under immense disadvantages, and, in the race of life, falls hopelessly behind his more alert and enterprising competitors. He attempts by muscle what others accomplish by brain ; applies unintelligent brute force, where others merely exercise "sleight of hand ;" and exhausts himself while others enlist or impress the forces of nature. He rows his boat while others propel their's by sail or steam or electricity. A huge bowlder is to be reduced to fragments : Dullness takes a sledge and belabors it for days : Ingenuity covers it with burning fagots, and sits aside and takes his ease while listening to the crackling brush above and the cracking stone beneath. It is desirable to detach a mass of rock from a ledge : Dullness attempts it with his crow-bar and pronounces the task impossible : Ingenuity drives a few wedges of dry wood into a crevice, pours water upon them ; and capillary attraction does the rest. Dullness continues to ply the primitive needle : Ingenuity invents a sewing-machine. Dullness travels by team : Ingenuity, by steam. Dullness carries on his correspondence by letter : Ingenuity, by lightning.

Now let the foregoing be transferred, by analogy, from the world at large to the school-room. There, too, labor can be lightened ; time can be saved ; usefulness can be vastly increased ; effort can be rendered more effective ; and much euphemistic profanity can be suppressed, by the exercise of the inventive faculties.

The reasonable limits of an evening essay forbid extended descriptions of specific methods of dealing with all the details of professional work. It will not be possible to do more than to indicate, in a general way, how skill can be profitably exercised, and to give a few typical examples by way of illustration ; to endeavor to show that it sometimes pays "to set the wits to work" devising ways of accomplishing, by either manual or mental dexterity, what is too often attempted (and unsuccessfully at that) by dull, tedious plodding, hard work and blind blows ; and to show, also, that in school-craft as in state-craft, war can often be averted by diplomacy.

A most excellent example of the superiority of *finesse* to force is the way in which corporal punishment was abolished in the public

schools of a city not a thousand miles from Albany. It might have been done by a formal resolution of the Board of Public Instruction, or the fiat of the Superintendent; but such a course would, in all probability, have been followed, for a time, at least, by such an assumption of license on the part of the pupils as would have been productive of serious trouble; and might have resulted in this instance, as it has in many others, in the restoration of the rod

How was it done? By simply adding these six words to the blank on which teachers made out their monthly reports: "Number of cases of corporal punishment." The right to punish was not in the least degree abridged. The public and the pupils heard the school authorities proclaim to teachers: "Punish as much as you think necessary;" but, mingling with that louder utterance, was a "still, small voice," heard by teachers only, counseling them not to do it. The practice was continued; but the number of cases diminished by consecutive years as follows; 1,236, 677, 336, 33; and, during the first month of the next year, in a daily attendance of over 10,000, there were none. Verily, Bulwer was right: "The pen *is* mightier than the sword."

This suggests, at once, a most excellent subject for the exercise of ingenuity. There was a time when all the ills that school-boy flesh was heir to was attempted by what some one has called "the miraculous method": namely, "by the laying on of hands." But the days of miracles are past. There is a growing demand that corporal punishment, if not abandoned altogether, shall be reduced to a minimum. This ought always to have been done; the best teachers always have done it, by ingeniously operating upon the moral and emotional nature of the child, or by ingenuous appeals to his interest or his sense of right and duty; but, after all this has been done, it still remains true that "it must needs be that offenses come." There are too many like adamant and too many like sand: no impression can be made on the former; and the slightest wind or wave is sufficient to obliterate any made on the latter. What can be done with such cases? Unfortunately, there are too many teachers who yield to what they regard as the inevitable, without putting forth an effort. Assuming that the commission of offenses cannot be prevented, they go on, day after day, consuming their time and energies in acting as detectives and judges and executioners. They classify the whole science of discipline under two heads—detection and punishment. The best that can be said of their method is, that it possesses the qualities of directness and simplicity, furnishes an abundance of amusement

for the school, and insures the teacher against the charge of idleness. Many teachers of this class possess a large fund of valuable but mis-directed ingenuity ; but they waste in detection what might be most usefully employed in prevention.

"An ounce of prevention is worth a pound of cure." Some cynic has defined virtue as "want of opportunity;" and Shakspeare makes one of his characters say: "How oft the sight of means to do ill deeds makes ill deeds done."

The play ground of a school was covered with a coarse gravel that abounded in pebbles just large enough to make excellent missiles. After many panes of glass had been broken from neighboring windows, and many boys had been punished for it, the principal, at the suggestion of his more ingenious assistant, sent out a score of little pupils, who, in fifteen minutes, removed all the means for the commission of an offence he had been fighting for as many weeks.

The pupils of another school had a way of chewing the ends of their pen-holders. The teacher requested them not to do so; but it had grown into a habit, and was done, not maliciously, but unconsciously. Finding request and remonstrance vain, she provided a new set of holders and dipped their tips, to the depth of about a quarter of an inch, in creosote. Those who have employed this substance to cauterize an aching tooth, and who, consequently, know how much care must be exercised to prevent its coming in contact with the lips, will believe that at the next exercise in writing each pupil indulged in the old habit but once, and—never again.

A teacher was at one time exceedingly annoyed in all the following ways: Pupils endangered their lives, and created much noise and disorder by sliding down the banisters; the larger boys flooded the basement by turning on all the water at once, or, contrariwise, turned it off so tightly that the smaller children could not drink; by a malicious manipulation of the faucets, they would project jets of water into the faces of their fellow pupils, or against the ceilings and walls; they interfered with the operation of the furnaces by meddling with the dampers; and, lastly, they nullified the rules relating to the use of the front door, by tampering with the night-lock. Things being allowed to remain as they were, it would have required the "eternal vigilance" of at least three persons to prevent the commission of the offenses enumerated; and, if, prevention being impossible, detection and punishment were resorted to, the teacher would have found time for little less than the entertainment of complaints and the infliction of penalties. Ingenuity was summoned to his relief. He abated the

banister nuisance by adopting a device he had seen in use in the New York Industrial School; but he lay awake several nights contriving plans for relief from the others, and spent several Saturdays in "materializing" them. The result was complete exemption from further annoyance, without the slightest aid from personal attention? Did it pay?

It not unfrequently happens that after one teacher has been *fighting* a class for a whole term, sending pupils hourly to the principal for punishment, and insisting that the rod, and nothing but the rod, should be applied, another assumes the same position, and, somehow, gets along without any trouble. Now, after making allowance for the influence of that precious, indescribable thing called *tact*, it will be found that the difference is due to ingenuity in management. One of the favorite diversions of a certain troublesome boy was to evade the rules in relation to his weekly reports. He would forget to take them; he would forget to return them; they would be brought back without the parental signature; he would lose them; they would be snatched from him and torn to pieces. Punishment had been inflicted many times, but it did not cure. On being transferred to another teacher, he continued his deceptive practices. When called upon to return his first report, he said he had lost it. His new teacher, familiar with his record, wasted no time in investigation; nor did she charge him with falsehood, or scold him or punish him. Smiling serenely, but pityingly, on his alleged loss, she kindly made out a duplicate, accommodately pasted it on the inside cover of his geography, and coolly informed him that all subsequent reports would be sent home in that way, until he could find some more convenient, but equally safe one. It is needless to say he soon found it.

The foregoing examples should suffice to show that it pays to invest time and effort in contriving means to circumvent mischief. Much time may thus be saved for more useful and agreeable work, to say nothing of the wear and tear of temper, and the mutual ill feeling engendered by the many cases of discipline that would arise, if not thus prevented.

Many a teacher has his daily school life rendered miserable by petty annoyances that can hardly be called offenses, but which, though not, therefore, the legitimate subjects of discipline, are nevertheless so troublesome and obstructive that they must be combated. Here is a sample. Ordinarily, a few pupils in almost every class in arithmetic will be found without pencils. Some may have forgotten them or lost them; while others may purposely pretend not to have

them, in order to avoid their use. The teacher must generally take time and trouble to obtain them by borrowing from other pupils; or, perhaps, he supplies them from a stock kept for that purpose in his own desk. If the matter is so managed as to make it easy to the pupil, "increase of appetite doth grow by what it feeds on," and the annoyance soon assumes troublesome and expensive proportions. An Albany teacher cured this complaint with a mixture of benevolence, irony and sarcasm. Providing a suitable box, he requested that all pencils worn too short to be conveniently used, and all pieces found on the floor, be deposited therein, for the benefit of such pupils as were either too poor or too careless to supply themselves. The box was soon stocked; and at each recitation, as soon as the class was in order, all who desired to become the beneficiaries of this eleemosynary supply were requested to come forward and help themselves. It is, perhaps, needless to say that in a short time the supply of pencils far exceeded the demand.

Pupils who obtain permission to leave the room are apt to remain out unreasonably long. In the old Lancaster School (now the Medical College) of this city, this matter was regulated by means of a pendulum. But one pupil was permitted to leave the room at a time. On going out, he put the pendulum in motion; and he was required to return before its oscillations had fallen below a certain amplitude.

A teacher whose pupils could not or would not hold their pens properly, contrived a little implement that rendered any other position than the correct one impossible.

Slate-ruling is fast becoming a necessity. A lady teacher in the village of Lansingburgh, after spending a great deal of time in doing this work, by first spacing off with a pair of dividers and then completing the tedious job with a ruler and a darning-needle, turned inventor, and produced a machine by means of which she was enabled to perform the work much more accurately and twenty times as rapidly.

It is unnecessary to multiply examples under this head. The utility of mechanical devices and illustrative objects is too obvious to need anything more than mere mention. A recent writer in the *American Journal of Education* says: "Our young teachers can teach a whole class with a globe, a set of outline maps, and a set of reading charts, better than they can teach one pupil without them; and so of black-boards and other things. So much more can be done within a given time that you virtually add as much to the school life of every child as you would gain time in taking a railway train

to New York or San Francisco, over going by the old stage coach." But, beyond these, there is an ample field for the exercise of ingenuity in that kind of instruction that can derive but little assistance from material aids. A very successful teacher was in the habit of saying: "When I fail to obtain or to hold the attention of my pupils, or, when, having their attention, I fail to make myself understood, I immediately assume the fault to be mine; and I proceed at once to *invent* some other way to reach them." How few teachers do this? On the contrary, how many promptly proceed, sometimes with an amazing display of ingenuity, to "invent" some way to punish what they call "inattention" and "stupidity."

If one definition fails to define, write another; if one direction fails to direct, give another; if one illustration fails to illustrate, seek another; if the memory is at fault, invoke the ingenuity of Mnemosyne.

A pupil in a class in physics was unable to remember how to apply the terms "positive" and "negative" to the copper and zinc poles of a galvanic battery. "She got those babies mixed." Her teacher pointed out to her the fact that if Z, which stood for *zinc* was turned so as to stand on its side, it became N, and stood for "*negative*;" and there was no further trouble.

The well known doggerel, beginning:

"Thirty days hath September," the "B, E, A, D," and the "F, A, C, E," of the musical staff are familiar examples of mnemonic tricks that can be multiplied indefinitely.

Grammar affords abundant opportunities for the exercise of ingenuity in devising expedients to assist the understanding and the memory. Much has been displayed by authors in constructing diagrams for exhibiting graphically the relations of words in sentences so as to facilitate analysis. And much remains to be done in this line; for a perfect scheme of diagrams is a *desideratum* that has not yet been supplied. In this, as in all other studies, the attention can often be arrested and memory secured by unusual, striking or humorous statements and illustrations. Take for instance that well known and important rule: "The preposition with its regimen should be placed as near as possible to the word to which it is related." It is easy enough to find or frame a serious illustrative sentence; but the teacher who gave the following: "These verses were written by a young man who has long lain in the tomb for his own amusement;" and then, in mock seriousness, rebuked the laugh which followed by remarking that it was a *grave* matter, never had to take time to teach that point again.

Apply this hint to geography. There is an ingenious mechanical contrivance called a Tellurian, designed to assist in explaining the change of seasons; but the teacher of a certain North American school, who, on a hot midsummer's day, while hearing a recitation on a certain South American country, contrived an opportunity to remark to her class, that just then, the weather in *Chili* was *chilly*, not only perpetrated a very pardonable pun, but was entitled to credit for something that no other word than "ingenuity" so aptly expresses. She devised an ingenious method of assisting the memory to retain an important fact. Her pupils laughed at it (we rarely forget what we laugh at); perhaps they repeated it at home; they were prompted by it to think and talk about the general subject of the change of seasons; and the necessity of much irksome repetition was avoided.

Here are the different ways in which two teachers treated the subject of the varying relative length of day and night and the increasing warmth of spring and summer.

The first required his pupils to learn by heart the usual astronomical jargon about the inclination of the earth's axis to the plane of its orbit, and informed them, that in northern latitudes, from the twenty-first of December to the twenty-first of June, the sun will be found, at each successive noon, to be nearer the zenith than it was on the preceding day. When he had imparted this information to his pupils, and had satisfied himself that they were able to repeat it, he imagined he had discharged his whole duty. A few weeks later he discovered that they had forgotten it all, and he blamed their memories.

The second, anticipating the difficulties of the subject, and remembering how much educational seed falls on dry ground, and stony places, and by the wayside, proceeded first to prepare the soil for its reception. At precisely noon, on the first clear day after the Christmas holidays, he gathered his pupils about him, near a window on the south side of the room, directed their attention to the shadow of the sill, and requested the dullest one to record its location by cutting a notch in the floor. He then dismissed them in an agony of suspended curiosity. A week later he assembled them on the same spot at the same hour, and called their attention to the change that had taken place: the edge of the shadow was nearer the window. "Why?" He refused to tell; but presently, one bright pupil succeeded in accounting for it. The teacher then explained it to the others, noted the date, and ended by recommending the class to make subsequent observations on the recession of the shadow. With

curiosity aroused, the minds of the pupils were in a most desirable state of receptivity. Interest and attention were secured; what was taught was understood, and was never forgotten.

Some one may say: "I am not ingenious; I never could contrive anything new—originate anything." This is not unfrequently an honest, but mistaken belief, entertained by those who have never made an attempt. Try first, and you may surprise yourself by your own success. But if you are actually and absolutely devoid of originality, there is nothing to prevent your using the inventions of others. The telephone is the invention of one, but the servant of millions. In view of all that has been said, are we not, fellow teachers, urged, alike by considerations of interest and duty, to avail ourselves of every expedient which either our own skill or that of others can furnish? By so doing, we shall not only be enabled to perform our necessary work better and more easily, but we shall have our capacity for usefulness so increased as to virtually change the old story of Briareus, with his fifty heads and hundred hands, from fable to fact.
—*Albany School Report.*

Value of Literary Culture to the Teacher.

By J. E. STUBBS.

III.

The value of literary culture to the teacher may be seen, third,

IN ITS REFINING POWER.

Association with cultivated people is known to be the best means of refining the manner and the language. But the associations of every-day life are not refined. Rude manners and coarse speech abound in public and in private life. Slang and ungrammatical speech are found everywhere. What does the customary teaching of the school-room do to refine the manners and the speech? Something, I am glad to say; but, comparatively, how little is accomplished in this direction! Reading lessons and grammar exercises have little power to bring about these highly important results in the education of our children. The value of the fine arts as a refining influence in education is well understood. As Cole says, "Beauty in the mind. A scene is an index to feelings and associations. History and poetry made the barren hills of Scotland glorious to Scott-

What a beautiful exemplification of the power of poetry was that remark of the old carpenter who had been a companion of Burns: 'And it seemed to him that the country had grown more beautiful since Burns had written his bonnie little sangs about it.' Now, of all the fine arts, poetry possesses justly the first place as to its power to raise the emotions. There is scarce any one emotion of human nature beyond its reach.' How rich is English literature in poems suitable for children! How ripe the harvest awaiting the hands of the cultured teacher!

The value of literary culture to the teacher is seen, fourth,

IN ITS GOVERNING POWER.

Authority lies at the foundation of all successful teaching. First the law, then the gospel, then grace. A failure at the point of government is a failure at all points. The wisdom and resources of Solomon could avail nothing where the teacher's authority is not respected and felt as a power every moment. But with this established, the relations between teacher and pupils may be cordial, with no loss of authority on the one hand, or of respect on the other. Much of the trouble in the school-room arises from the inability of the teacher to keep all the pupils busy at all times. A lesson is assigned with reference to the average ability of the class, as it should be. But the bright, active pupil, finishes his lesson before the allotted time has expired, and then, with nothing to do, falls into mischief, often with no intention of creating a disturbance or doing wrong. This is the teacher's time to place a suitable book into his hand, or to encourage him to commit to memory a few lines from some poem which interests him, or to write a story about some bird whose habits he has been studying. The resources of the cultured teacher will never fail to meet the needs of the moment, and to preserve the school from an outbreak of disorder.

Fellow teachers! The perils of a pernicious literature are pressing hard upon us. With every click of the printing press bad books, obscene pictures, and vile pamphlets are multiplied. With every increase of transportation facilities this evil influence is disseminated over our land. It finds its way even into our homes, to the ruin of both our sons and daughters. Its corrupting and blighting power is felt in our schools and in society. What are we doing to stay its power? In our daily work we are seeking to create a taste and appetite for reading; but what are we doing to purify that taste and feed that

appetite? We cannot escape the responsibility. The power of evil "must not feed in the green of the world." We must combat this evil, and that, too, in the only reasonable way—which is to use the good to displace the bad. We *must* control the reading of our children, or "perish by our own prosperity." And this work must begin in our homes. It must begin with the babe on its mother's knee, in the lullabies that cradle the child to rest. It must continue through childhood and youth until our children shall go forth from home and school with fixed habits and cultivated tastes to make places and a name for themselves in the busy world. After all, it's not the hours of play and study that we are to guard, so much as the hours of ease and rest.

A child of two years, who cannot talk, will listen with delight to a story about something within the range of its experience; and will manifest pleasure at every new feature of the story. I know a home (and it is by no means an exceptional one) where the mother has been accustomed to read to the children from their tenderest years. Now at any time these active, noisy children will leave their play to hear their mother read. Especially when

The day is done, and the darkness
Falls from the wings of night,

do these children gather around their mother's knee and ask :

Read from the treasured volumes
The poem of thy choice,
And lend to the rhyme of the poet
The beauty of thy voice.

Then comes in precious cadence a poem from Alice Cary or Mary Howitt, a tale from Andersen, a myth from Hawthorne, or a story from the Bible. Thus day by day do these children enjoy the precious companionship of the best books, and, as they learn to read, to pass their moments of rest from play and study with these friends whom they learned to love at their mother's knee.

The teacher stands at the gateway of every child's future. For years the best hours of the child's life are committed to his care. The fathers and mothers of the next generation are to receive in a large measure impulse and character from his hands. To the teacher, therefore, society must and will look for leadership in the work of destroying the evil of pernicious literature by creating and supplying a demand for good literature.

Let not the teacher complain that his efforts will not be appreciated.

These efforts may, for a time, be disregarded, but they will win success at last. The teacher himself can afford to wait for his crown.

Every school-room ought to have a small library of selected books adapted to the age and to the studies of the children in that school; but such a library will be of little use until the teacher knows how to use them. Whenever the teachers of Ohio [Va.], as a class, awaken to the value of a thorough personal culture as a means to successful teaching, the first great step toward victory has been taken, and may I not say that they have already taken this step in the organization of the Ohio [Va.] Teachers' Reading Circle, whose beneficent influence has been widely felt during the past year? We meet to-day upon the shore of one of the great lakes of a continent. The rhythmic swells of Erie's waves never cease to break upon these protecting rocks. Upon these waters in lake, in river, and in ocean, floats the commerce of the world. From their bosom spring those vapors which fall again in fruitful blessing upon many, many lands. But beautiful as are these mighty waters, and bountiful as are their enriching gifts, I remember that from almost every shore, beneath almost every swelling tide, there sets a perilous undertow to destroy every noble life that may come within the reach of its treacherous power. In like manner, beneath the beautiful and bountiful life created by the power of pen and press, there is an undertow of perilous evil from which only the concerted effort and wisdom of teachers and parents can save our children, our homes, and our country.—*Ohio Ed. Monthly.*

Condensed Directions for Teaching the History of the United States.

1. "Whoever undertakes to instruct youth in history," says the German educator Niemeyer, "as the value of that science requires, must regard equally the memory, the understanding, and the feelings."

2. There is no "patent method" for teaching history. In this study, more than in most other elementary school branches, the teacher, by his skill, tact, and stores of information, must clothe the skeleton of facts with the flesh of imagination, and breathe into it the breath of life. But, rightly pursued, it has the two characteristics of a useful study—namely, good mental exercise and useful information.

3. Let the advance lesson in the text book be read aloud in the

class. Call attention to the leading facts to be memorized, and let the pupils mark them with a pencil. A considerable part of the history is intended, not to be memorized, but merely to be read.

4. Of the early discoveries treated of so fully in the text-book, single out three or four to be learned, and let the remainder alone. In the period of settlements, select the four great centres—namely, Virginia, Massachusetts, New York, and Pennsylvania; the remaining settlements belong properly to *local State history*. Out of the numberless details of Indian and colonial wars, select only half a dozen important points; let the rest go as local State history. So in the Revolutionary War, single out a very few marked events, and have them learned so that they cannot be forgotten. Dwell at length on events that happened in the pupil's own State.

5. Do not attach much importance to chronological tables except for reference. Fix in the minds of your pupils the dates of a few great events, and fasten them there by frequent reviews. A multitude of minor dates may be temporarily learned for to-day's lesson, only to be crowded into oblivion by to-morrow's recitation. "By means of history," says Montaigne, "the pupil enjoys intercourse with the great men of the best periods; but he must learn, not so much the year and the day of the destruction of a city, as noble traits of character; not so much occurrences, as to form a correct judgment upon them." Examination questions, unfortunately, too often run to dates, because such questions are easiest to be asked from the book, and easiest to be credited.

6. Require pupils to become familiar with the details of the history of the State in which they live.

7. Fix in the memory the *causes* and the *results* of the War of the Revolution and of 1812, of the Mexican War and the War of Secession; but do not attempt to make pupils remember the dates of many battles.

8. Short biographical sketches of the great men in our history are both interesting and valuable, if they show how, by their character and abilities, they improved the condition of their nation and of the world.

9. In written exercises, train pupils to correct one another's work.

10. A comprehension of the great facts of history, of their causes, results, and relations, is more important than the verbatim memorizing of pages of text-books.

11. In questions for written examinations, confine yourself strictly

to leading events. Include as few dates as possible. Teaching chronological tables is not teaching history.

12. As much as possible assign lessons by *topics*, and require pupils to recite in their own language. Close the text-book yourself, and you will be better satisfied with your scholars' answers.

13. Supplement the dry condensed statements of the text-book by anecdotes, incidents, stories, and biographical sketches of noted men, drawn from your own memory or from good books. If you are a good story-teller, you will thus make history charming to your pupils. Under the dead mass of dates and political events, you must kindle the fire of enthusiasm by familiar narrative. "If you tell a boy," said a famous teacher, "that in a certain battle General Smith had his horse's tail shot off, he will never forget *that*, though all else soon becomes a blank."

14. Call the attention of pupils to the progress of the nation in the arts and sciences; to the great inventions and discoveries that have been made; to everything that has improved the condition of the people. Lead them to perceive that, though history is hardly anything but a record of wars and conquerors, yet "Peace hath her victories no less renowned than those of war," and that the most glorious victory of war is that which establishes an honorable peace.

15. "To the youthful spirit," says Russell, "the great attraction of history lies in its pictures of life and action, and in the sympathies which these evoke. To the juvenile reader all history is biography." "All history," says Emerson, "resolves itself very easily into the biography of a few stout and earnest persons."

16. "Of all departments of early teaching," says Bain, "none is so unmanageable as history. Its protean phases of information and of interest, its constant mixture of what attracts the youngest with what is intelligible only to the maturest minds, renders it especially troublesome in early teaching. Nothing comes sooner home to the child than narrative of human beings—their pursuits, their passions, their successes and their disasters, their virtues and their vices, their rewards and their punishments, their enmities and their friendships, their failures and their triumphs."

CLASS EXERCISES IN HISTORY.

1. Call upon each pupil in turn to name some person distinguished in the history of our country, and to state something that he did.
2. To name some important battle, and tell something about it.

3. To name some settlement, and tell who made it.
4. Let one pupil describe some noted person, and allow the class to guess the name.
5. Describe some important event, and let the class tell when and where it happened.
6. Give one or more facts as a *cause*, and let the class state one or more facts as a *result*.
7. Let one pupil *think* of some noted historical person, place, or event, and the others ask questions to ascertain what is *thought of* by that pupil.
8. Let one pupil *think* of some historical character, and then give to the class circumstance after circumstance, until some one is able to guess the name.—*John Swett.*

A Noted Richmond Teacher Eighty Years Ago.

It is a good thing to gather up fragments of local history and biography and save them in printed pages of such popular magazines as the EDUCATIONAL JOURNAL, where they can be both preserved and disseminated.

The facts herewith communicated have been gleaned from various reliable sources, and will, I trust, be of interest to teachers and other readers of the JOURNAL.

Doubtless the fathers of many of the present citizens of Richmond were pupils of an eccentric but competent teacher named *James Ogilvie*, who came from Scotland about eighty years ago, and established a classical academy in Richmond.

Among his pupils were Winfield Scott, afterwards the famous general, and W. W. Seaton, the renowned editor of the *National Intelligencer*, and Mayor of Washington. A memoir of Mr. Seaton in the Report of the Smithsonian Institution for 1866, page 82, attributes the varied accomplishments and refined taste of the well known editor to the influence exerted on his opening mind by his teacher *Ogilvie* "of whom few persons living at that day had not something to tell, as well respecting his eccentricities as his diversified accomplishments." In a similar way Mansfield refers to the Scotch teacher, in his "*Life of Winfield Scott.*" *Ogilvie* was the teacher of Hon. Wm. S. Archer, and of Commodore and General Jones, as also of many others distinguished in the history of Virginia.

Elocution was the specialty of Mr Ogilvie who, although a Scottish nobleman, was biding his time to claim the title of Earl of Findlater and Airy, which he subsequently inherited and received.

The restless pedagogue closed his school and set off on horseback to visit the great West, as far as Lexington, Kentucky. I find in the American volume of the *Percy Anecdotes*, published by the Harpers, the following account of the "school-master abroad," which may interest school-masters at home.

"After a wearisome day's ride, as night came on, he sought accommodation for the night at a small cabin. He saw only an old woman who attended to the comforts of man and beast as her circumstance allowed.

"After a supper of homely fare, she said if he 'chose bed' he might take the one in the corner of the only room in the cabin. The polite hostess went out, telling Ogilvie he could undress by himself. He had enjoyed his snug bed but a short time, when the latch of the door was drawn, and there entered a dark looking man of gigantic stature, with stiff black hair, eyebrows, and beard. He was, apparently, about twenty-eight years old, and was dressed in a brown hunting shirt, which partly concealed a pair of dirty buckskin overalls, with moccasins of the same material. As soon as this ferocious looking man entered, the woman, who proved to be his mother, pointed to the bed and enjoined silence. The man cautiously walked to the chimney, put his gun on a rude rack, and sat down by the fire which dimly lighted the cabin. Ogilvie's suspicions were aroused, and drawing the cover over his head, leaving a peep-hole for observation, he watched the man and woman as they sat whispering by the fire.

"The frightened traveler heard the enquiry as to the probability of his being asleep, and saw the woman stealthily approach the bed, gaze a moment, and return saying, yes, 'he is fast asleep now.' The fierce looking man then rose, and taking a huge knife from a shelf, moved noiselessly toward the bed, looked a moment to be sure the stranger was asleep, reached up to a peg on the wall, took down a venison ham, and went on tip-toe to the fire. When the terrified guest saw the tired hunter quietly eat the meat he had provided, and the attentive mother minister to his wants, and both of them lie down to rest on the floor, he began to understand why his kind entertainers moved about so quietly, lest they should disturb his supposed slumbers."

Mr. Ogilvie used to depict this and other adventures in his lectures, which he delivered in most of the cities of the country. The fierce and villainous face and mien he saw by the flickering flame at night, he declared as revealed to him by the dawning daylight were the most kind and benevolent features he had ever seen.

It is sad to know that the eloquent lecturer and accomplished scholar and teacher, after becoming heir to a large estate and an honored title in Scotland, perished by his own hand. After enduring the miseries of disappointment, debt, and destitution he heard of the death of his relative, the Earl of Findlater, and went home to claim his inheritance, but the dreadful habit of opium-eating had done its usual work in wrecking his constitution and impairing his intellect, so that he completely broke down in his attempt to repeat one of his American lectures before the Surrey Institute, and soon after reaching Scotland the pistol finished the work the seductive narcotic began. The death of James Ogilvie, Earl of Findlater, occurred in Aberdeen, September 18th, 1820, in the sixtieth year of his age.

Among other eminent teachers in Richmond may be named the great Unitarian divine, *Rev. Wm. Ellery Channing*, who taught a year and a half in the family of David Meade Randolph, and also the distinguished engineer, *Col. Claudius Crozet*.

N. B. WEBSTER.

Norfolk, Va.

—DANIEL WEBSTER'S ADVICE.—Other people may find the advice of Daniel Webster to his grandson of use to themselves. He wrote it about four years before his death.

"Two things I wish now to impress upon your mind. First, you cannot learn without your own efforts. All the teachers in the world cannot make a scholar of you if you do not apply yourself with all your might. In the second place, be of good character and good behavior—a boy of strict truth and honor and conscience in all things. Have but one rule, and let that be always to act right and fear nothing—but wrong doing. Finally, 'Remember your Creator in the days of your youth.' You are old enough to know that God has made you, given you a mind and faculties, and will surely call you to account. Honor and obey your parents, love your sister and brother, be gentle and kind to all, avoid peevishness and fretfulness, be patient under restraint. Look forward constantly to your approaching manhood, and put off every day, more and more, all that is frivolous and childish."—*Selected*.

School Duties and Society.

BY ESTHER CONVERSE.

"I am thoroughly disgusted," said Carrie Howard, as she threw aside her wraps in her aunt's sitting-room; "I will not go into society again while I am teaching."

"What is the matter?" asked Mrs. Carter.

"People talk to me of nothing but my school; did you not hear them this evening? 'Do you enjoy your school, Miss Howard?' 'Are you fond of teaching?' 'How many pupils have you?' 'Is it not very fatiguing?' 'What branches do you teach?' and so on, on every side, throughout the evening. Do I look like a walking curriculum? Am I surrounded by a halo of arithmetical symbols? Are there geometrical angles and curves about my person? Do you see history in my eyes, grammar upon my lips, crayon dust in my hair, ink on my fingers?"

"My dear," interrupted Mrs. Carter, "listen to me while you regain your breath. This is not a new experience, I think. I have often noticed this limitation of subjects, but supposed it not disagreeable to teachers."

"You surely cannot think I enjoy losing my personality; since I began to teach I seem to be only a unit among the three hundred thousand teachers of the United States."

"Carrie," said Mrs. Carter, gravely, "are you wholly irresponsible for the conditions you deplore?"

"Why, Aunt Mary, you cannot think I desired or encouraged conversation to run in that channel through the entire evening? Please tell me what I have done to suggest such a thought?"

"I have wished to speak with you on this subject; can you bear a little plain, untarnished truth?"

"Say whatever you please, auntie; if I am in fault I wish to know it."

"I need not remind you, my dear, that since you began to teach you have gradually withdrawn yourself from the social pleasures and duties you once found so enjoyable. I know what you would say. You would plead fatigue and school duties; but do you not know that change is often better than inactivity, and recreation more beneficial than repose? You think you did not encourage conversation to run in the channel so distasteful to you, but when you were asked to sing, your reply was that school duties required so much of your time you were entirely out of practice; you had lost interest in wood-carving and tile decoration; you had not attended the reception at the art-rooms; had not seen the pictures on exhibition at Lanier's, nor visited the flower show, for the same reason. You have left the Sunday-School, and declined to take the class Mr. Wheaton so earnestly desired; you could not accompany the children in the cantata Miss White is arranging; your memory can doubtless supply other instances. Do you not see, my dear, that you limit those who wish to converse with you to the one subject? and that you are defrauding yourself of opportunities for broadening your life and cultivating both mind and heart?"

"But, Aunt Mary, you do not know how exhausting my work is. I need all my time and strength for the faithful performance of school duties."

"I understand it perfectly, Carrie; you have forgotten my half-dozen years of teaching. One needs to be well furnished for the work. You certainly are; and it

is not necessarily exhausting; gentlemen seldom complain of the labor. It would be interesting to know when or by whom teachers were first set apart as a class. Dr. Barlow said, last week, when making up his church committees, that he had avoided putting teachers upon them, knowing how arduous were their labors; yet I noticed the names of housekeepers and mothers whose time is less at their own disposal. It would have seemed absurd had he said, 'I have put no lawyers or bank tellers upon these committees.' Yet if you compare your tasks with Walter's duties at the bank, I think you will find them less fatiguing."

"You are right, Aunt Mary, and Walter is a 'teller' only at the bank, while I am a teacher wherever I go; his occupation is known to few. What can I do to put myself right?"

"I leave that to you, dear; your good sense will direct you in systematizing your work; in your father's house you had his time at your command, and were subject to more interruptions than here."

Carrie's good sense directed her to ask advice of her cousin Walter. She knew how burdensome were his duties, and how faithfully they were performed; yet he seemed to be always at "leisure with himself," and ever ready to assist others. At literary gatherings, in society, at church, and at home, he was ready and helpful. Walter had noticed that *the teacher* was rapidly absorbing his cousin, and laughingly told her that she wore her office precisely as she wore her breast-pin. "You keep it in the foreground, and wear it with a martyr-like air, as if you were saying, 'Know all present that I belong to that noble, long-suffering, under-valued class, known as teachers!' In the commercial world," he continued, "we have kings of business and slaves of business; so I suppose one may be the master or the slave of a school; one must have rest, and occupation that diverts the mind is often more restful than inactivity. You will find that being of service to others, thinking of others, anything that broadens your life and leads from self, will aid you in counteracting the influences that have effected the change in you we all regret."

Carrie had neglected church, society, home, and self for what she had called "school duties;" she was growing nervous and morbid, but being thoroughly aroused she began at once to systematize her work. Remaining in class-room each afternoon until everything was in readiness for the morrow, she obtained a sense of freedom that did much toward restoring energy and elasticity, and by rising a half-hour earlier she found ample time for the reading necessary for her work.

Saturday morning she devoted wholly to school matters, arranging plans for the coming week, correcting exercises and compositions, and providing subjects, topics, and examples. Church duties were no longer neglected; a class in the Sunday-School seemed no burden; and she found ample time for personal improvement, besides assisting her aunt in social duties, where her ready sympathy and cheerful disposition soon won hosts of friends. Her class did not suffer by this change, for the tired, dispirited teacher was soon transformed into a fresh, earnest woman, who brought new illustrations and thoughts from the world beyond the four walls of the school-room. The petty trials and jealousies that once annoyed, found no place in her life, broadened and enriched by nobler impulses.

Months have passed since we first met our teacher. We will look upon her again in the same pleasant room, where now she seems the life of the little company present. A gentleman, apparently a recent acquaintance, asks, "Are you a stranger in the city, Miss Howard?"

"Oh, no!" she replied; "I am teaching here?"

"Teaching?"

"Yes; you seem surprised."

"Pardon me, I am; I thought teachers—taught."

"I know what you would say," was the laughing reply; "you thought they ceased not day nor night, summer nor winter, through seed time and harvest, while the earth remaineth. You thought they went into society armed with methods and manuscripts; that they spoke in clarion tones, like the chief-of-police; that they breakfasted upon grammar, lunched upon rhetoric, and dined upon composition; that they crayoned their faces, inked their fingers —"

"My dear," interrupted Mrs. Carter.

"Say no more," replied the gentleman; one teacher at least has escaped the usual fate."—*N. E. Jour. of Ed.*

Outline of Work

FOR COUNTY INSTITUTES IN THE STATE OF INDIANA.

READING.

Suggestions to Institute Instructors.

1. The purpose or aim and scope of each book in the series of Readers used in the county should be explained, to the end that the teacher may know how to use the book in accord with its purpose, and how to obtain the results intended, as well as to know what those results should be.
2. As far as expedient, the lesson of each day should be upon the methods for a different book or grade; as, methods for First Reader pupils on Monday, for Second Reader pupils on Tuesday, and so on.
3. If any part of the course in reading is to receive special attention, such attention can most profitably be given to the primary grades and their methods. These subjects are of great value to young teachers, and they are the subjects upon which persons beginning to teach are generally least informed. Do not let their share of attention be crowded out by other topics.
4. Many questions confront the teacher in the application of the methods and theories of teaching reading. To the young teacher or the teacher attempting to adopt new methods, the questions which arise are of serious import. Too much time cannot be given to their solution in institutes. Some of the class of questions here referred to are as follows:
 - a. Should the child have a First Reader at the very beginning of his learning to read?
 - b. If not, what should he have, and what should be done for him?
 - c. Should the word method, or some other method, be first employed?
 - d. If the word method, how long before the transition should or can be made to the phonic method?
 - e. How is such transition best effected?
 - f. What use should be made of the letters by name during these periods?

- g. When and how should oral spelling (*i. e.*, calling the letters of a word by name,) begin to be employed?
- h. How can the spelling of a word enable a child to learn the pronunciation of that word?
- i. When should the child begin to depend upon spelling as the means for learning new words?
- j. When should the child be required to have a slate?
- k. What are the first uses to be made of a slate?
- l. Should "print" or "script" characters be used first?
- m. What part of the reading lesson should be written daily?
5. Give attention to the subject of Punctuation. Correct the erroneous ideas entertained as to its observance in reading. State its real purpose—to show the construction of sentences and the relations of words, and not to guide the voice except in showing the meaning of the language used.
 - a. Give examples of pauses not indicated by correct punctuation. Illustrate by reading selections.
 - b. Give examples of punctuation which do not indicate pauses; as, the first commas in the following sentences:
 Yes, sir, George is here.
 Why, Charles, is that you?
6. Call attention to the different pronunciations of the word *the*.
 - a. When used alone.
 - b. When used before a vowel sound; as,—the earth, the apple, the old man, etc.
 - c. When used before a consonant sound; as,—the world, the boy, the house.
7. Present and illustrate by numerous examples the subject of Inflection.
8. Call upon the teachers to correct, as far as possible, the prevalent slipshod manner of pronouncing words ending in *tain* or *tion*; as,—mountain, education, etc.
9. Emphasize the importance of speaking correctly. Teachers are too apt to misuse the elementary sounds in conversation.
10. The committee most respectfully suggest the avoidance of discussions of grades and styles of reading not involved in common school teaching, and that care be taken that too much time be not consumed by mere displays of skill in reading.

ARITHMETIC.

Qualifications of the Teacher.

1. General knowledge of the subject. Show that a knowledge of the *whole* subject is necessary to the best teaching of any part.
2. Familiarity with business customs; the citizen's use of arithmetic.
3. Acquaintance with the text-book in use.
4. Necessity of well-defined methods; *General*, as deduced from general character of the work; *Special*, as required by advancement and size of class, time for recitations, appliances, etc.
5. Necessity of a definite idea of the ends to be accomplished.

Classification.

(This lesson to be adapted to local circumstances and conditions.)

In case no course of study has been provided for the schools of the county, let the

importance of classification be discussed, and instructions be given in the gradations of the work in this branch according to the number and kind of books in the series of readers in the schools. Instructions should also be given as to how the usual and common hindrances to proper classification are to be met and overcome, among which are diversity of text-books, different editions of same book, too great number of classes or grades already in schools, etc.

If a course of study has been laid down and the gradation of the schools is in progress, or about to be begun, the lesson should be devoted to instruction in the matter of adjusting and adapting the work so as to conform to the plan, considering also possible obstacles and objections.

Direction of Pupil's Work.

1. Assignment of lesson or task.
 - a. The pupil must understand definitely the *extent* of the task.
 - b. The *amount* must be adapted to his time for preparation.
 - c. The *lessons taught* must render the accomplishment of the task possible.
 - d. The *thoroughness* or *scope* of the work required of him must be governed by his ability and experience.
2. Study.
 - a. The teacher should direct the time for study.
 - b. The results of the pupil's work should be carefully put down on slate or paper.
 - c. The teacher should ascertain the pupil's manner of working and habits of study.
 - d. The teacher should direct the character and arrangement of written work prepared for recitations.

The Recitation.

1. The class exercises in the primary grades consist principally of drill-work, the subject being fully developed.
2. In the more advanced grades, less "preparatory instructions" being necessary, and the pupils "being trained to obtain knowledge from books," the class work is more especially a test of their *knowledge* and *skill*; as such, the recitation is directed to—
 - a. The development of the subject.
 - b. Applications.
3. The development of subject includes—
 - a. A statement of things previously learned, to which the new subject is related.
 - b. Definition of terms.
 - c. General statements and principles.
 - d. Deduction of rule and formula.

(The institute instructor should give method of conducting a recitation, embracing the points under development of subject.)

Application—Work in Practical Problems.

1. Problems assigned for preparation should be so collected that those involving the application of a single principle will comprise the first lesson; and only when

that grade of problems is fully mastered, the class should be given such as involve more complicated analysis.

2. The instruction on the preparation of the lesson should be such as to direct the attention of the pupil to the importance of the solution, rather than to "getting the answer."

3. The work should not be confined to the problems in the text-books; the object being to render the pupil master of the *subject*, and not of a text-book merely.

4. The recitation should show (1) the *amount* of work performed, and (2) the *quality or correctness* of the work.

The first object is secured by—

- a. Reports from pupils, and
- b. Inspection of their work;

The second, by—

- a. Reports from pupils,
- b. Inspection of their work,
- c. Comparison of results,
- d. Solution of problems, either oral or written.

5. Solutions should be logical, concise and grammatical.

(The institute instructor should show the relative advantages of the two methods of solution, oral or written, and should give method of conducting a recitation on problems.)

EDITORIAL PARAGRAPHS.

—HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.—We have had the pleasure of a short visit to this Institution since our last issue. The number of buildings has been greatly increased within the last few years, and the general appearance of the premises is much improved. The Institute is assuming the character of a distinct community. The buildings are excellent and have been provided in part by donations, and in part by the work of the school in its Mechanical departments. The Principal, General S. C. Armstrong, recommends that the school be limited to 600 pupils, of whom not more than 150 shall be Indians. With this limitation "the institution," he says, "is substantially complete, requiring no more large buildings than are already constructed or being constructed. Its great need is permanent and reliable means of support." In another part of his report the Principal summarizes the work before them as follows: 1. A limitation of the school to not over 600 students, of whom not over 150 shall be Indians. 2. Completing the system and organizing the school throughout in the best possible way. Omitting minor improvements, the pressing need is for a new Girls' Dormitory, with 40 rooms, each to hold two, that will cost \$16,000. 3. Securing an endowment fund of \$500,000 more than the institution has at present—half in permanent scholarships and half as a general fund. The expenses of the school amount to about \$65,000 a year, not including the cost of the Boarding Department, which is offset, mainly, by payments and earnings of students, and by the allowance received from the government for Indians. Towards this amount \$10,300 is received from the State and \$5,000 from the endowment. For the rest the annual contributions for scholarships, with the donations from the Slater and the Peabody Funds, amount to about \$25,000; donations

for general purposes (average of previous years) about \$10,000, leaving about \$15,000 to be provided for by legacies and gifts that thus far have come from unexpected sources. The charge to the student is \$10 per month for board, &c., which is largely paid in labor. In addition to their board students provide their own clothing and books. The number of applicants far exceeds the capacity of the school to accommodate them. Of the 528 who have taken a full course at least seventy-five per cent. are teaching, and an equal number of those who failed to take a full course are employed in the country school-houses of Virginia and the neighboring States. These are succeeding well, and the demand for them is increasing. "No fact, in my experience," says the Principal, "is more striking than the growth in manly and womanly qualities of many of those who have engaged in teaching. Morally their record has been, as a rule, admirable. Many of them are seriously deficient in scholarship, are poor spellers, readers and writers, and at the same time exert a moral influence, and set an example of inestimable value."

"The distinctive feature of Hampton Institute is the labor system as a means of support, and as a moral force; probably nowhere else have work and study been so fully allied, and I believe that the plan should be worked to completeness."

Large facilities are offered the students for instruction in household work, sewing, knitting, cooking, washing and ironing, tailoring, carpentry, blacksmithing, printing, shoe-making, harness-making, tinning, painting, and in general work on the farm and in the saw-mill and wood-working establishment.

The students seem contented and happy. We found a company of the boys engaged in an exciting game of foot-ball, and a number of Indian girls playing base-ball. Nothing struck our attention so forcibly as the improved appearance of the Indians in intelligence, neatness and brightness. One of the most interesting exercises we saw was the instruction of a class of Indians who had lately come to the Institution. The difficulty of fitting English words into mouths, whose organs have been accustomed to utter far different sounds, is wonderful. We saw the 600 pupils assembled for dinner in Virginia Hall. They sat at a number of small rectangular tables, the boys on one side and the girls on the other, and preserved the best order and decorum.

General Armstrong had just returned from a trip to Washington, in the interest of his Indians, and was hard pressed with the business that had accumulated in his absence.

We had the pleasure of meeting a number of the teachers and officers of the Institution. They are all deeply interested in their work, and were very kind in explaining it and in showing visitors the equipments of the school.

Hampton is doing a grand work in elevating the races with which it deals, and in advancing the interests of the State. It deserves to be honored and cherished and encouraged.

—THE WORLD'S EXPOSITION AT NEW ORLEANS.—The Chesapeake and Ohio Railway is offering Excursion Tickets to the World's Exposition as cheap as those offered by any other route. While not absolutely the shortest, it presents attractions to the traveler not found on other routes, and accommodations not surpassed by any. It has arranged for transportation over the same route going and returning, or the traveler may go by one route and return by another. For detailed information apply

to Capt. J. C. Dame, Richmond, Va.; O. C. Doyle, Lynchburg, Va.; P. H. Woodward, Staunton, Va.; Frank Trigg, 513 Pennsylvania Avenue, Washington, D. C.; or to any station agent on the line of the Chesapeake and Ohio Railway.

—PARTIES interested in securing a teacher are directed to the advertisement of a graduate of the Richmond High School, which appears elsewhere in our pages.

—Messrs. Andrews, Baptist & Clemmitt, Printers, 1201 Main street, will accept our thanks for a very handsome Calendar for the current year. It combines a monthly Calendar, an annual Calendar and the numbers and locations of the Fire Alarm Boxes.

Book Notices.

GEMS FOR LITTLE SINGERS. By ELIZABETH U. EMERSON & GERTRUDE SWAYNE, assisted by L. O. Emerson. Price, 30 cents. Published by Oliver Ditson & Co., Boston.

Here is truly a delightful little book for primary schools and Kindergartens, full of sweet music and pretty pictures, and altogether a thing that will take with the little ones.

Miss Emerson and Miss Swayne are both well educated musicians, and show a woman's tact in selecting subjects most interesting to children, and excellent taste in composition.

Mr. L. O. Emerson contributes a few songs, and emphatically endorses the good work in the rest of the book.

There are sixty-two simple songs, and twenty-six pictures.

RAPID ADDITION. A Paper on Practical Methods. By JESSE D. SPRAGUE. Boston: Ginn, Heath & Co. Mailing price, 10 cents.

The author is not a teacher, but an accountant. His aim is simply to present the methods which his own experience has shown him to be the best for securing rapid and accurate addition. He gives first all possible combinations of two and three figures, which are to be learned as carefully and well as the multiplication table—so well as to be instantly recognized as one way of representing their sum. To this are added suggestions as to the skillful grouping of numbers. The examples given clearly illustrate the process, but every one must render himself skillful by persistent practice. Several publications have of late directed attention to these and similar methods and a good field seems to open here to the cultivation of some skilled teacher.

THE ECLECTIC SCHOOL GEOMETRY. A Revision of Evans's School Geometry. By J. J. BURNS, M. A. Van Antwerp, Bragg & Co., Cincinnati and New York.

The training given to the reasoning faculty is one of the most important uses of Geometry. To secure the most satisfactory results it is desirable that the pupil be made to rely as much as possible on his own effort. Hence the value of "original problems," in which the pupil is left to exercise his own ingenuity in the application

of principles already learned. This book aims by a judicious combination of detailed demonstration and "original work" to secure the best results for the pupil, and to furnish him a course which, though brief, shall be sufficient for the study of trigonometry and surveying.

FIRST PRINCIPLES OF NATURAL PHILOSOPHY. A Text-Book for Common Schools. By **ELROY M. AVERY**, Ph. D., Author of a Series of Text-Books on Physical Science. Sheldon & Co., New York and Chicago.

This volume is the result of an effort on the part of the author to meet the wants of schools that need a thoroughly good book yet cannot devote very much time to the subject. It contains a large number of simple experiments and many exercises and review questions illustrating the principles learned. While the latest developments of science are freely used, the book, in language and character, is adapted to the capacities of young pupils. The apparatus required in performing the experiments is simple and inexpensive. The method followed is strictly inductive. Nearly every principle stated following a simple experiment and being derived from it.

CHOICE READING. Compiled and arranged by **R. I. FULTON** and **T. C. TRUEBLOOD**, Associate Founders and Directors of the Univ. School of Oratory, Kansas City, Mo., and Teachers of Elocution in the Ohio Wesleyan Univ., the Kentucky Univ., and the Missouri State Univ. Mailing price, \$1.65.

This handsome volume of over 700 pages contains a complete diagram of the principles of vocal expression, as recognized in the "Philosophy of the Voice," by Dr. James Rush, presenting an outline of the science of elocution in a few pages.

The selections are alphabetically arranged, and so classified under fourteen headings, that the character of a piece can at once be determined.

The choice scenes from the popular dramas give the parts of the plays best suited to public readings, with all necessary abridgment and explanation of character, plot, and incident.

The indices to choice readings from Shakespeare, the Bible, and Hymn-book, are a new feature.

It contains a very large number of standard popular readings, recitations, and impersonations.

AN HISTORICAL ATLAS. A Chronological Series of One Hundred and Twelve Maps at Successive Periods, from the Dawn of History to the Present Day. By **ROBERT H. LABBERTON**. Seventh and Enlarged Edition. New York: Townsend Mac Coun. 1884. Price, \$1.50.

This Atlas is valuable for showing the progress of history. The changes produced by successive revolutions are clearly shown, so that the student can get an accurate idea in general of the geographical extent of any important factor in the World's History at any given time. Minute details are omitted. Such a map is indispensable to the student. Its reduced price makes it available to a much larger circle of readers.

For sale by **J. W. Randolph & English**, 1302 and 1304 Main street.

APPLETON'S INSTRUCTIVE READING-BOOKS. Natural History Series; Book First, Book of Cats and Dogs and other Friends, for Little Folks; Book Second, Friends in Feathers and Fur, and other Neighbors, for Young Folks. By **JAMES JOHONNOT**. New York: D. Appleton & Co. 1885.

These are excellent little volumes, whose aim is to interest young children in the common animals and birds, to cultivate a habit of observation and to direct them in their study. They contain many pleasant stories illustrating the habits of the birds and animals discussed, and form supplementary reading for primary classes of a very desirable and entertaining kind.

EXPERIMENT BLANKS FOR A SHORT COURSE IN ELEMENTARY CHEMISTRY. By NATHANIEL S. FRENCH. Published by Harris & Rogers, 13 Tremont Place, Boston. 1884. Mailing price, 35 cents.

This little work is designed to compel accurate observation and careful inference on the part of the pupil. Directions are given for performing 100 simple experiments. The pupil is expected to observe very carefully the phenomena presented and draw his own conclusions. These are noted in columns specially provided for each, and space is left for such further remarks on the experiment as would not properly come under either of these heads.

KRUSI'S DRAWING. Manual for Teachers—Synthetic. D. Appleton & Co., New York.

A new edition of the directions to teachers for drawing, and are adapted to the work in *The Easy Drawing Lessons*, and the *Synthetic Series* of the Graded Course.

Publishers' Notes.

—ALDEN'S LITERARY REVOLUTION.—John B. Alden's *Literary Revolution*, though, possibly, not making so large a "noise" in the world as three or four years ago when its remarkable work was *new* to the public, is really making more substantial progress than ever before. A noticeable item is the improved quality of the books issued. Guizot's famous "History of France," not sold, till recently, for much less than \$50, is put forth in eight small octavo volumes, ranking with the handsomest ever issued from American printing presses, including the 426 full page original illustrations, and is sold for \$7. Rawlinson's celebrated "Seven Great Monarchies of the Ancient Eastern World," is produced in elegant form, with all the maps and illustrations, reduced in price from \$18 to \$2.75. These are but representative of an immense list of standard works, ranging in price from *two cents* to nearly \$20, which are set forth in a descriptive catalogue of 100 pages, and which is sent free to every applicant. It certainly is worth the cost of a postal card to the publisher, John B. Alden, 393 Pearl Street, New York.

The Magazines.

ST. NICHOLAS for January.—Contents: Frontispiece, "Portrait of a Child;" The Child and the Year Poem, Celia Thaxter; Davy and the Goblin, Seven Illustrations; For Bess-w. od Chaps. Poem; Skater's Song. Verses: A Fry in a Box. Picture; Stories of Art and Artists. Fifteenth paper. Full-page illustration, Clara Erakine Clement; The Hare and the Tortoise. Concluded, Louisa M. Alcott; "O Uncle Philip!" The Postman. Verses. Illustrated: His One Fault. Chapters V., VI., J. T. Trowbridge; On an Ice-yacht. Two Illustrations; Maisy's Christmas. Poem. Illustrated; Tales of Two Continents. Mikkel. (Concluded) Two Illustrations; Uncle John's Coat. Verses. Illustrated; Fan-chon's German; Historic Girls Elizabeth of Tudor—The Girl of the Hertford Manor Three Illustrations; Among the Law-makers. Chapters III, IV. Two Illustrations; The School-master and the Truants. Poem Nine Illustrations; Some Wonderful Elephants Full-page illustration; Baby Deb "Pays" for the Christmas Goose. Two Illustrations; The Tell-tale. Illustrative diagram; Ned's Calendar; Our Music Page—Baby Sleeps at Home; For Very Little Folk—The Brownies Helping Jack Frost; "Oh, look at this great big Tiger." Picture.

THE ATLANTIC MONTHLY for January.—Contents: The Prophet of the Great Smoky Mountains. I. Charles Egbert Craddock; A Canadian Folk-Song. W. W. Campbell; Childhood in Greek and Roman Literature. H. E. Scudder; The H. Malady in England. Richard Grant White; A Marsh Island. I-III. Sarah Orne Jewett; The Christ of the Snows, A Norwegian Legend. S. Weir Mitchell; A Salem Dame-School, Eleanor Putnam; A Story of Assisted Fate. Frank B. Stockton; Madame Mohl, her Salon and her Friends. First Paper. Kathleen O'Wears; Winter Days—Extracts from the Journal of Henry D. Thoreau; A Country Gentleman. I-III. M. O. W. Oliphant; The Star in the East. Harriet Prescott Spofford; The New Portfolio. Oliver Wendell Holmes; Vedder's Drawings for Omar Khayyam's Rubáiyát; Culture of the Old School; Recent American Fiction; Studies of the Renaissance; the Contributors' Club; Books of the Month.

THE CENTURY for January.—The Century for January presents a (literally) crowded table of contents, both the body and the departments showing a wide range of topics.

Chief among these, in timeliness, is the status of the negro at the South, which Mr. George W. Cable treats with much plainness of speech and much suggestiveness in a paper entitled "The Freedman's Case in Equity." Another subject of wide interest is treated helpfully by Washington Gladden, under the head of "Christianity and Popular Amusements," the writer supplementing his own suggestions with an account and commendation of an experiment on the part of the Cleveland Educational Bureau to supply wholesome entertainment to workmen.

The fiction consists of a short sketch by Mark Twain, "Jim's Investments and King Sollersmum," the second third of Miss Litchfield's "Knight of the Black Forest," and the third part of the W. Howell's new novel, "The rise of Silas Lapham," in which Tom Corey comes to an understanding with Col. Lapham.

Of the papers on the Civil War there are two, both dealing with the Western gun-boats: one by Captain James B. Eads, who built them; and the other by Rear-Admiral Walke, descriptive of their operations at Belmont, Fort Henry, Fort Donelson, Island No. 10, Fort Pillow, and Memphis—covering, in short, the opening of the upper Mississippi. The February number will contain General Grant's paper on Shiloh, together with supplementary material describing the battle from the Confederate point of view.

POPULAR SCIENCE MONTHLY for January.—Contents: A Glance at the Jury System; Agnostic Metaphysics, by Frederic Harrison; Last Words About Agnosticism, by Herbert Spencer; Influences Determining Sex, by Professor W. K. Brooks; My Schools and Schoolmasters by Professor John Tyndall; Gladiators of the Sea. Illustrated; Studying in Germany; State Usurpations of Parental Functions; Bloody Sweat; Protective Mimicry in Marine Life; The Chemistry of Cookery, by W. Mattieu Williams; Advantages of Limited Museums; The Architecture of Town-Houses; Mountain Observatories; Sketch of Sir Henry Roscoe. With Portrait; Editor's Table; Harrison and Spencer on Religion—A Healthy Materialism—Politics and Science; Literary Notices; Popular Miscellany; Notes.

LIPPINCOTT'S MAGAZINE.—Lippincott's Magazine for January opens with the first instalment of a serial entirely different in character from the ordinary novel, and much better suited to publication in this form. It is entitled "On This Side," and will depict the experiences and impressions of a party of English people, a baronet and his friends, during a tour in the United States. They have not yet made their appearance on the scene, but Mr. Job Ketchum, an eccentric but thoroughly generous and hospitable Westerner, with a pretty and gentle English wife, has been notified of their coming and is making preparations to receive them. There is a rich vein of humor in the dialogues and descriptions, and what especially challenges attention is the thorough knowledge of the peculiar habits and characteristics of typical Americans and English shown by the writer, and the fine touches by which their contrasts are brought out in conversation and action, with plenty of playful satire but with a total freedom from caricature. The author is F. C. Baylor, whose former serial, "The Perfect Treasure," proved very attractive to readers of the Magazine.

THE NORTH AMERICAN REVIEW for January.—Contents: Vituperation in Politics, Bishop F. D. Huntington; Froude's Life of Carlyle, Frederic Harrison; The Reunited Union, Henry Watterson; William Herschell's Star Surveys, R. A. Proctor; American Labor Organizations, R. J. Hinton; Socrates, Buddha, and Christ, W. L. Courtney; The Increase of Wealth, M. G. Mulhall; The Evidence of the Senses, Professor John Le Conte.

OUR LITTLE ONES AND THE NURSERY for January, fully maintains its high character for good stories, handsome pictures and a general adaptedness to the wants of the little children.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Superintendents' Conference

Will meet, February 10th, 8 P. M., 1885, in the hall of the House of Delegates, Richmond, Va. Remember, every Superintendent is expected to be present, and usual excuses will not be in order. Come; for whilst it may cost you a part of your small salary, you will never regret the outlay, and will return to the labor of your responsible position with renewed energies for your work and much valuable information to assist you in the same.

County Institutes.

We called attention to these Institutes in the November JOURNAL, and thought that we had expressed ourselves plain enough for all who were interested to understand what was expected; but some timid souls are so fearful of violating what they think is intended as law, that they are not willing to construe the law by the plain letter thereof. The school law which was passed July 11th, 1870, declares that "the Board of Education shall have power, at its discretion, to invite and encourage meetings of teachers at convenient places, and to *provide* addresses to be made before such meetings touching the processes of school organization, discipline and instruction; *provided that no public money shall be expended* for the purposes of this section." This was the original law, and in all conscience was bad enough, as it first directed the Board of Education to discharge one of the most needed and important duties, to-wit: "to invite and encourage meetings of teachers * * and to provide addresses to be made before such meetings touching the processes of school organization, discipline and instruction," and then prevented its execution by declaring that "no public money shall be expended for the purposes of this section," which was virtually a prohibition, as competent lecturers are not traversing the country—nor never have been, to any great

extent—delivering free lectures “on school organization, discipline and instruction,” and as the Board of Education had no means to defray the actual expenses of these meetings, the law, as per force, has remained a dead statute, and as a matter of fact the Board of Education has never held, since the adoption of the public free school system, a single meeting, such as is provided for in the section. But the last Legislature seemed to have discovered danger in the law, and added to the former unjustifiable restrictions, the following, which forever tie the hands of the Board of Education, unless the law as amended is repealed—“that no such meetings of teachers shall be held during the period of the year when the schools are or should be open; that no teacher shall be compelled to attend such meetings nor be paid for attendance.” Evidently the framer of the amendment did not intend that there should be any evasion, or any time when the Board of Education could legally hold “meetings of teachers,” for as our school year closes the 31st day of each July, there is no time prescribed when the next year shall begin; *legally* when one closes the other must commence, therefore there is no “period,” under a strict construction of the law, when the schools are not open, “or should be open;” but the amendment says that ‘no teacher shall be compelled to attend such meetings, nor be paid for such attendance.’”

Now, as no meetings of teachers have ever been held by the Board of Education, to which the original section and the amendment above refer, no teacher could ever have been compelled to attend “such meetings,” nor have been *paid* for such attendance. It is hard to tell what the framer of the amendment had in view—unless he aimed to destroy, by the burden of his *restrictions*, County Institutes which have always been held; and we are slow to believe that any Virginia Legislature could have had so disastrous a blow to our public schools in contemplation. County Institutes are a part of the public free school system of this State, and were instituted at the first organization of the system by Hon. W. H. Ruffner, Superintendent of Public Instruction.

They are intended to improve the teacher and to promote efficiency in school organization and government; their value is well attested by the good work that has been accomplished by them, and without them our whole school fabric would be weakened. Teachers, in their contracts, are required to attend County Institutes, and a *fine* is prescribed for a failure to attend. If the Institute is held during their term—and they generally are, as the authority to *compel* their

attendance of course ceases when their contract expires—they are allowed their time just as they would have been if they had remained and taught their school, which is but simple justice to all concerned, as it is of as much or more importance to the children who are taught for the teacher to attend the Institute, and learn better methods of teaching and school government, than it is for the teacher, upon whom the child is dependent for proper instruction. In this progressive age, when education and true methods of instructions are attracting so much attention, the teacher, who is satisfied *with what* he knows or *thinks he knows*, and the Board of Trustees, who will continue to employ such an one, are positive hindrances to the cause of education.

The Board of Education has no means at its disposal for Institute work, and if it had, the amendment we are discussing would actually prohibit the Board from using them for that purpose. But, fortunately, whether so intended or not, this amended law only applies to the Board of Education, and it was surely not intended to apply any where else; for certainly no Virginia Legislature could ever have lost sight of the true interest of our public schools so far as to have prohibited the holding of County Institutes, which are the very life of the progress of the system. Hence, if we are correct in our construction of the law, it does not affect County Institutes, which are held by County Superintendents "under directions from the Superintendent of Public Instruction:" The adoption of regulations for the holding of County Institutes by the Board of Education, was done simply to give the system form and to show their approval of the course of the Superintendent, and was among the first acts of the first Board of Education. The authority for holding County Institutes is found in section 41, School Laws, which declares that, it shall be the duty of County and City Superintendents "to promote the improvement and efficiency of teachers by all suitable and proper methods under directions from *the Superintendent Public Instruction.*" Under and by virtue of this authority, the Superintendent of Public Instruction has always insisted upon 'at least one Teachers' Institute being held in each county during the school year.

The blank for teachers' contracts which requires all teachers to attend County Institutes, is prepared by the *Superintendent of Public Instruction* by virtue of *section 24* of School Laws, which requires him to prepare "*blank forms and regulations* for making all reports;" so that it is easy to be seen that County Institutes are the

creation of the Superintendent of Public Instruction by virtue of the law by which he is governed, and that the Board of Education, as such, has never had anything to do with them; therefore it is fair to conclude that the law which was passed March 17th, 1884, and which we have been discussing, applies not to County Institutes, but to such meetings of teachers as the Board of Education, under the law, might attempt to hold; and especially is this construction justified by the fact that these Institutes are a prime necessity, and that without them our schools would be greatly weakened for effective work. Superintendents will, therefore, continue to hold their County Institutes at such times and places as will best conduce to the advancement of the schools under their jurisdiction.

Since writing the foregoing article, we find that some school officers differ so seriously with our construction that, as authorized by law, we have referred the section to the Attorney-General for his construction and will publish his opinion in the next JOURNAL.

We hope that our construction may be found correct; at all events school officers must obey it, under section 23, until reversed by him.

Washington's Birthday.

Why should not the good old custom of celebrating it be restored? We see that in some of the States they are discussing it in connection with school work, and propose to commemorate the birth of our most illustrious countryman by devoting half of the 22d of February in each year, in all the schools, to such exercises as will tend to keep fresh in the minds of the rising generations the many virtues and illustrious deeds of the warrior, patriot and sage, General George Washington; and as his birthday this year falls on Sunday, to celebrate Monday, the 23d instead. We think it a most excellent idea, and hope that a concerted effort may be made in our schools to devote at least half of the 23d day of February to celebrating, by appropriate exercises, the birth of Washington, who was one of the earliest advocates of public education. Superintendents are requested to give this matter their attention.

Peabody Medals

Hon. J. L. M. Curry, the Agent of the Peabody Education Fund, has placed in our hands thirty Peabody medals, to be distributed

among the public free schools of the State as our judgment shall dictate. The kindness of Dr. Curry is fully appreciated, and the trust shall be faithfully executed. These medals are of bronze and are valuable, not so much for their intrinsic worth, as mementos of the greatest benefactor that the public schools of the South, and especially our own State, has ever had. Unlike the usual great of our earth, who seem to delight in hoarding wealth during their lifetime to bequeath it at their death for the advancement of their fellow men—thereby running a great risk of their intentions never being honestly carried out—Mr. Peabody, whilst still living, conveyed to trustees a princely fortune, to be used in the noble work of educating the people by aiding the struggling cause of public education in the war-ridden and devastated States of the South.

The generosity of his donation was only equaled by his great judgment in selecting the men to administer the trust who faithfully carried out his wishes during his life, and who, since his death, have carefully administered the fund and pursued the policy so ably indicated by him. Especially should Virginia admire and appreciate Mr. Peabody, for she has been one of the greatest beneficiaries of the fund, having received for the cause of public education since 1868, nearly \$250,000, most of it paid, too, when she needed it most, in the formative stages of the system, when we had neither school houses, school furniture nor trained teachers. Then these medals should be deeply prized, and the cities and counties to whom they are awarded, should feel a just pride in their possession and should see that they are worthily bestowed upon deserving pupils.

In order to add to the interest of our Superintendents' Exhibition, and to remove even an appearance of favoritism, we have determined to award them to the cities and counties making the best display at said Exposition, under the following restriction :

That no city or county will be allowed to compete until the Superintendent thereof files with us a certificate that there is one or more public high or graded schools in said city or county of a permanent character ; that is to say, that they are open every year, and that their sessions continue not less than seven months.

All Superintendents who file these certificates, and no others, will be allowed to compete.

The medals will be awarded as follows : To the county, city or town making the best general exhibit, one medal ; to the city of the first class making the best general exhibit, two medals ; to all other cities of the first class, one medal, in the order of their priority ; to

the county, city of the second class, or town making the best general exhibit, two medals ; to all other cities of the second class, one medal, in the order of their priority ; to the county or town, other than cities of the second class, making the best general exhibit, one medal.

To the fifteen counties making the best exhibit, one each, in the order of their priority. The cities of the first class are those which have a population of 10,000 and upwards, and are Richmond, Petersburg, Norfolk, Lynchburg, Alexandria and Portsmouth.

The cities of the second class are Fredericksburg, Staunton, Manchester and Williamsburg. The towns include all places which have a separate school organization, but are under the jurisdiction of the same Superintendent as the county in which they are situated.

If a town should be awarded a medal, it will not debar the county in which it is located from competing. The medals will be delivered to the Superintendents of the cities and counties who are successful, and they will determine to which of their schools they will assign them, and for what branches and upon what conditions they will award them; provided that said conditions shall be fair, and that all of the scholars in the school selected, of the class designated, shall be allowed to compete.

Competent judges to determine who are entitled to the medals will be announced at the Conference in time.

Exhibition.

Superintendents who desire are invited to arrange their own exhibits at the Conference. Suitable space will be assigned them, and every facility at our command furnished them. Those who do not wish to attend to this themselves can forward their exhibits to this office.

Map Paper.

As promised in Circular No. 395, we have sent paper, properly bordered and marked, to every county and city in the State, and whilst we were delayed beyond what we expected from the fact that the kind of paper required not being kept in stock by the Superintendent Public Printing, we trust that the paper will be received in time to enable all to use it for their regular maps.

We desire to return our thanks to Hon. R. U. Derr, Superintendent Public Printing, for his great kindness in furnishing us with the desired paper.

Since sending out paper for map-drawing, we observe that the printer has made a mistake in the scale by printing "inch to mile instead of mile to inch." Superintendents will please make the necessary correction.

Superintendents' Conference.

Superintendents, we want to see you at this Conference.

Please don't exert yourselves to devise *legal* and *reasonable* excuses. Come, bring your families with you and make it a season of enjoyment as well as work.

We hope and expect to see the exhibition a great success, and we, of course, desire every Superintendent to contribute something to make it so, but don't let this keep you away from the Conference. If you cannot make a contribution to the exhibition, by all means be *present*, and don't make that *silent* excuse for not attending.

Summer Institutes.

Hon. J. L. M. Curry, agent of the Peabody Education Fund, and the friend of the Virginia teacher, and thereby a true helper of the cause of public *free* school education in our State, informs us that he will again come to our rescue and furnish the means with which to hold the usual Summer Institutes.

Let every Superintendent see to it that his teachers are promptly notified of this important fact, in order that they may early make their arrangements to avail themselves of this great opportunity. Our Institutes last year were a great success, there being over a thousand teachers enrolled. Let us increase it to two thousand this year; we can do it if all will make an earnest effort from this time on.

The work will begin some time in July—the places have not been selected, and we are now ready to entertain propositions from those who desire to have the Institutes in their towns. Remember our teachers all receive small salaries, and that we may insure their attendance, we must have *very* reasonable rates and fair treatment. Let Superintendents who desire to compete for location consult those of the adjoining towns and counties as to what attendance can be guaranteed, as this is one of the requirements, and an important one.

Institutes without teachers are like schools without pupils, of but little practical value.

It is also essential that there should be proper hall and school-room facilities, for without these conveniences it is impossible to conduct our Institutes successfully.

Conference.

The success of our coming meeting depends largely upon the members. If you have a good thing on any of the various branches of your work, write it up and bring it with you, so the Conference can get the benefit of it. Don't make your papers long. Boil them down so as to give the largest amount of information in the shortest space of time.

FURNISHED rooms at New Orleans, during the Exposition, will be from 75 cents per day and \$15 per month to \$1.50 per day, and \$30 to \$40 per month. Board and lodging will be double the above, or \$1.50 per day and \$30 per month, to \$3 per day and \$50 to \$75 per month. We are assured there will be no lack of comfortable accommodations at these prices.—*School Journal*.

THE Department of Superintendence of the National Educational Association will hold a meeting at New Orleans February 24th, 25th, and 26th, 1885. A large attendance of educators from all parts of the country is expected.—*School Journal*.

Excursion to New Orleans.

We have received several communications from school officers desiring to join said excursion. We are in correspondence with railroad officials, but nothing can be done for a smaller number than fifty. It is suggested that the excursion start the last of February or the first of March. If school officers and teachers desire this excursion they should lose no time in informing us of the fact.

SCHOOL LAW OF VIRGINIA.

(Continued from page 501.)

A NON-RESIDENT OF A CITY—HOW TO SEND HIS CHILDREN TO CITY SCHOOL.

109. It shall be lawful for any person who is a tax-payer and citizen of Virginia, owning real estate to the assessed value of fifteen hundred dollars in any city, town or county school district of the commonwealth, to send his children to any public free school in any city, town, county, or school district, subject to the laws regulating public free schools therein, as though said tax-payer resided in such city, town, or school district; and any guardian who is owner of such real estate and tax-payer for his ward or wards as aforesaid, shall be entitled to the privileges above named for his ward or wards, if such ward or wards be residents of the state.

NUMBER OF PUPILS REQUIRED TO FORM A SCHOOL.

Regulations against contagious diseases; vaccination.

110. A minimum number of pupils, under regulations to be prescribed by the Board of Education, shall be required in order to form a public free school, and special provisions shall be made whereby minorities in a district, who might, under the general law, be deprived of the benefits of free school education, may enjoy a proportionate share of the school funds.

111. Persons suffering with contagious diseases shall be excluded from the public free schools while in that condition, and the teachers shall require of the pupils cleanliness of person, and good behavior during their attendance at the school and on the way thither and back to their homes; and no pupils shall be admitted unless they have been vaccinated: provided that the operation of this clause concerning vaccination may be suspended in whole or in part by the school board of any city or county.

WHAT TO BE TAUGHT IN SCHOOLS; TEXT-BOOKS AND FURNITURE.

112. In every public free school shall be taught orthography, reading, writing, arithmetic, grammar, and geography, and no other branches shall be introduced except as allowed by special regulations to be devised by the Board of Education.

How the higher branches are introduced.

113. *For the purpose of encouraging an intermediate grade of instruction between that of the common school and that of the college, it shall be lawful for any district school board of Rockbridge county (or of any other county, the county school board

of which may elect to avail themselves of the provisions of this act), to admit into any one of the public schools in their district instruction in any branches necessary to qualify pupils to become teachers in the public schools, or to enter with advantage any of the colleges or higher institutions of the state; and for instruction in any other branches than those provided for in the first clause of this section, the said board of trustees may require a fee to be paid, monthly or quarterly in advance, not exceeding two dollars and fifty cents per month for each pupil: provided,

114. That the introduction of such higher branches in any school shall be first sanctioned by the county school board, and shall be discontinued whenever said board shall think advisable.

115. That they shall not be allowed to interfere with regular and efficient instruction in the elementary English branches, and to secure this end in schools having but one teacher, not less than five hours each day shall be given exclusively to instruction in said elementary branches

116. That in schools having not less than forty pupils enrolled, with an average attendance of thirty, at least two teachers shall be employed, the whole time of one of whom shall be devoted to instruction in the elementary branches.

117. Uniformity of text-books, and the furnishing of school-houses with such apparatus and library as may be necessary, shall be provided for on some gradual system by the Board of Education.

PREFERENCE TO BE GIVEN TO GRADED SCHOOLS.

118. In all localities where the number of children is sufficient, preference shall be given, under suitable regulations, to graded schools—that is to say, to schools in which the pupils are taught in different rooms and by different teachers, according to advancement—the studies being the same as in the schools which have but one teacher.

REGULATIONS AS TO NUMBER OF SCHOOLS IN STATE.

119. The number of schools in the state shall be according to the funds available for the purpose, and they shall be distributed, under the direction of the Board of Education, amongst the counties and cities, in proportion to the number of children between the ages of five and twenty-one years, resident in such counties and cities.

120. It shall be the duty of the Board of Education to guard, by regulation, against so great a multiplication of schools, in proportion to funds provided, as will tend to occasion a low grade of instruction in the public free schools.

SCHOOL FUNDS; LITERARY FUND; OF WHAT TO CONSIST.

Board of Education to manage it; auditor annually to set apart amount for school fund.

121. There shall be and are hereby set apart as a permanent and perpetual literary fund, the present literary funds of the state, the proceeds of all public lands donated by congress for public school purposes, of all escheated property, of all waste and

*This act was subsequent to the act included in the preceding section. The two acts are inconsistent on their face, and must be construed so as to carry out the intent of the latter act.

unappropriated lands, of all property accruing to the state by forfeiture, and all fines collected for offences committed against the state, donations made for the purpose, and such other sums as the general assembly may appropriate. The same shall be known by the name of The Literary Fund, and shall be invested and managed by the Board of Education, as prescribed in clause three of section seven of this act. The principal of the said fund shall always remain unimpaired and entire, and the annual income arising therefrom shall be and hereby is dedicated exclusively to the support and maintenance of public free schools in this state. It shall be the duty of the auditor of public accounts, annually, to pay over, in money, according to the usual forms and general provisions of law, all that portion of the annual revenue of the state which is set apart for public free school purposes.

OF WHAT THE FUNDS FOR PUBLIC FREE SCHOOLS TO CONSIST.

122. The funds applicable annually to the establishment, support and maintenance of public free schools in this state, shall consist of—

123. State funds, embracing the annual interest on the literary fund, a capitation tax of not exceeding one dollar per annum on every male citizen who has attained the age of twenty-one years, and such tax on property, not less than one mill nor more than five mills on the dollar, as the general assembly shall from time to time order to be levied.

124. County funds, embracing such tax as shall be levied by the board of supervisors in pursuance of section seventy-four of this act, fines and penalties imposed in pursuance of section forty-one of the same, and donations, or the income arising therefrom in pursuance of section forty-nine hereof.

125. District funds, embracing such tax as shall be levied by the board of supervisors of the county for the purposes of the school district, in pursuance of section seventy-four and clause eight of section thirty-one of this act, fines and penalties imposed by section forty-one of the same, and donations, or the income arising therefrom, in pursuance of section forty-nine thereof; provided that no tax levied by any county for public free school purposes therein shall in any case exceed ten cents in the hundred dollars upon the assessed value of the taxable property of any county, and no tax to be levied by any school district for public free school purposes therein shall exceed ten cents upon the assessed value of the taxable property therein: provided, however, that it shall be lawful for the board of trustees of any school district, or the county school board of the county, to include in their annual estimates for such school districts, and for the board of supervisors of the county to include in their levy for public free school purposes in said district, any amount, which, together with any county tax levied in such district for the purposes of the public free schools of the county, shall not exceed twenty cents in the hundred dollars upon the taxable value of the property in said school district: provided, however, that in the county of Alexandria, if three-fourths of those voting on the question vote affirmatively, any school district may impose on itself a tax not exceeding fifty cents on the hundred dollars. Any excess of such levy for district school purposes, over five cents upon the hundred dollars of the taxable value of the property of such district, may be applied by the board of trustees thereof to the payment of the salaries of teachers therein.

ESTIMATES OF AMOUNTS NEEDED FOR SCHOOL PURPOSES; HOW AND WHEN TO BE MADE.

To be submitted to board of supervisors; board of supervisors to revise estimates and levy tax necessary.

126. It shall be the duty of the county school board of each county, on or before the first Wednesday in November in each year, to prepare and file with the president of such board, to be by him submitted to the board of supervisors (of such county) at their earliest meeting, an estimate of the aggregate amount of money, not in excess of the maximum prescribed in the third clause of section sixty-seven (as amended by an act of assembly entitled an act to amend and reenact section sixty-seven, chapter seventy-eight, Code of eighteen hundred and seventy-three, approved March seventeenth, eighteen hundred and seventy-six), which will be needed during the next scholastic year for the support of the public free school system of the county.

127. The county school board of each county shall, on or before the first Wednesday in November in each year, after carefully revising the said estimates of the district boards of trustees, submitted to such county board in accordance with the provisions of the eighth clause of the thirty-first section, prepare and file with the president thereof, to be by him laid before the board of supervisors of the county, separate estimates of the probable, proper, necessary and legal expenses of the public free schools in each school district of the county for the next scholastic year.

128. It shall be the duty of the board of supervisors of each county, at a meeting which they are required to hold within ten days after they shall have been requested so to do by the president of the county school board, in such year, or at their first meeting after the said estimates shall have been submitted to said board of supervisors, to examine and revise the said estimates: provided, no money arising from such tax shall in any case be applied to the salaries of county superintendents of schools; except that in Nelson county the salary of the superintendent may be increased, and paid out of the county or district free school funds, to an extent that may be deemed just and proper for extra duties imposed upon him on account of the Dawson school fund, if there be no power to pay for such extra duties out of the said Dawson school fund donated to said county.

129. It shall be the duty of said board of supervisors, after carefully considering said estimates, to levy a tax upon the property of the county, not exceeding the maximum prescribed in the third clause of section sixty-seven (as amended by an act entitled an act to amend and reenact section sixty-seven, chapter seventy-eight, Code of eighteen hundred and seventy-three, approved March seventeenth, eighteen hundred and seventy-six), sufficient to realize the amount recommended by the county school board in their estimates for county school purposes, or so much thereof as the board of supervisors may allow; and to levy a tax upon the property of each school district for which an estimate shall have been furnished, not exceeding the rate aforesaid, sufficient to realize the amount recommended by the county school board for public free school purposes in such school district, or so much thereof as the board of supervisors may allow.

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No. 2.

"Physical Circumstances of Education."

The following directions for teachers were prepared by Superintendent James Mac Alister, of Philadelphia, who used as the basis the treatment found in Currie's "Early and Infant Education," a book which, for the judicious treatment of every subject connected with the primary school, is unrivaled:

1. *Duty of the Teacher.*—"It is the first and constant duty of the primary school-teacher to attend to the regulation of physical influences. She has to deal with a large number of children of tender age, of different temperaments and degrees of health, keenly susceptible of external influence on their bodily frames, and liable to suffer from even slight irregularities. A disregard of the plainest laws of health in the school-room must, in the end, affect the health of the children; in the meantime it prevents them deriving any benefit from the work in which they are engaged. For her own sake, too, the teacher must be mindful of these laws. If she is depressed in spirits, not to say enfeebled in health, the whole school suffers. One day's work in a close room may not affect her much; but no constitution can resist the effect of a continuance of this over several years. It is in the fact that such influences operate almost imperceptibly that her danger lies. Let the sanitary state of her school-room then be her first thought when she enters it in the morning, and let her thoughts recur to this at the end of every lesson."

2. *Ventilation.*—"First in order of importance is ventilation. The school must have a steady supply of fresh air throughout the day. The symptoms which indicate neglect of this are very plain. Perhaps the teacher may often be conscious of a dimness of eyesight, a giddiness of head, a general languor and drowsiness, which nothing can shake off, and for which she cannot well account; it is probable they are largely owing to her working in impure air. Many continue even to bear headaches, sickness, or sore throat, without ever sus-

pecting that these are owing to the same cause. If such be the effect on the teacher, is it to be supposed that the children will escape? Their countenances and the tones of their voice are some index to the state of the school. And if the teacher will scrutinize these, as she should accustom herself to do, she will be kept from error in this matter. It is not enough that the air be fresh in the morning, or that the windows be opened and closed fitfully throughout the day, just as accident may direct her attention to the subject, or that there be one stereotyped degree of ventilation throughout the year. This is a matter that requires attention from hour to hour, and from day to day, according to wind and weather. An atmosphere which is fresh in the morning very soon becomes vitiated unless it is changed, and the teacher may not be conscious of its condition." Nothing but constant watchfulness will suffice to maintain the air in proper condition. During recess the windows should be opened, and the school-room thoroughly aired.

3. *Temperature.*—"Another important feature is the keeping up of a proper degree of temperature in the school-room. Both extremes of temperature must be avoided. If the temperature be kept habitually too high the children will become nervously sensitive of cold. At the same time the air may be fresh, and yet injuriously cold. Particularly are drafts to be avoided. As many schools are constructed, it is hardly possible to avoid these. A class should not stand immediately under an open window or behind a door." A thermometer is provided for each school-room; it should be hung in the middle of the room, and examined by the teacher once an hour at least, while the heating apparatus is in operation. 68° Fahrenheit should be the maximum temperature of the school-room, although 70° is not objectionable during the first half hour of the session in very cold weather.

4. *Light.*—"The management of light is not so much attended to as it ought to be in schools. A dull, dingy room, in which the eye has to strain itself to discern objects, must depress the elasticity of children. On the other hand a body of bright light, streaming into the faces of a class, cannot but produce restlessness and inattention. If the windows are not well placed for the distribution of light, the teacher may perhaps modify their effects by regulating the state of the blinds. A primary school should be a light, cheerful place." The *best* position for the pupils is where the light comes from the rear and left sides. The one position which should not be tolerated in any school-room is where the light comes from the front.

5. *Recess.*—The pupils in the primary school should have frequent recesses; in the first and second grades two at least in the morning, and one in the afternoon, and in the third and fourth grades one each session. The rule of the Board of Public Education allowing "thirty minutes" intermission—that is, fifteen minutes each session—for recesses is absolute, and no teacher can disregard it without the express authority of the Board. A teacher should always be present in the school-yard during recess to oversee the plays of the children and maintain propriety of conduct.

6. *Length and Distribution of Daily Attendance.*—Children in the primary school are not capable of much tension, either mental or bodily. A great deal of inattention is often attributed to wilful trifling, which would be more justly traced to the teacher's disregard of the physical capacity of the children. The hours of school attendance should not be long; for the pupils of the first grade four hours daily would be preferable to five. When a division is large, it will be better not only for the health of the children, but for their mental and moral improvement, to separate the division into two classes, and devote half a day to each class. A class of thirty or forty pupils, receiving the whole time and attention of a teacher for three hours, will make more progress than a class of twice that number, which spends five hours in school, to say nothing of the impossibility of maintaining proper sanitary conditions in a room filled two or three times beyond its normal capacity. Parents are often found to desire the longest possible daily attendance of their children, regardless of the proper conditions of health and efficient work by the teacher; but the school authorities and the principal must be guided neither by the parents' ignorance of physical laws, nor their mistaken views of the teacher's duties and responsibilities, but by a consciousness of what is right in this matter.

7. *Shortness and Variety of Lessons.*—Every morning and afternoon should be occupied by various lessons. A lesson in the first and second grades should not exceed a quarter of an hour in length under any circumstances; and in the third and fourth grades on no account should it be longer than twenty minutes. "It is hard enough to sustain the attention even for this period, and no child will be able to retain more than we can tell him within it. The teacher should subdivide her lesson rather than trespass beyond this limit. Lessons of different kinds, *i. e.*, occupying different senses, should follow each other. This is a great relief. It is absurd to speak of these frequent changes as causing loss of time."

8. *Physical Relaxation in School.*—"Not more than three-fourths of each morning and afternoon period should be devoted to instruction, which involves mental occupation. It is necessary to have short intervals between the lessons for physical relaxation, which is given either by a general change of position in the classes throughout the school, accompanied with marching, or by special bodily movements. Further: It may sometimes be necessary during the lesson to recall the wandering thoughts of one or of all by such movements for a few seconds: the teacher may easily read in the countenances of the children when such a stimulus will be beneficial. Too much either of sitting or standing is objectionable; they must alternate. VARIETY, IN EVERY SPECIES OF ACTIVITY, IS THE RULE OF THE PRIMARY SCHOOL."

"There is an endless choice in the selection of physical exercises—body, legs, arms and fingers may all be called into requisition. Bending of the body, a sudden passing from a sitting to a standing posture, and *vice versa*, easy gymnastic movements of the arms, beating time with the feet, action amongst the different fingers, and imitation of the trades, are the most common. The secret of success in these is alertness in calling for them, and in varying them rapidly and decidedly. Free and confident motion is indispensable in the teacher whilst giving them; they will fail, unless the children see and feel the influence of this. Smartness, in giving these exercises, is not the least of the accomplishments of the primary school teacher; it turns into an aid to discipline that disinclination to remain still, which would otherwise disturb her. The only limitation to them is that they should not be ungraceful in themselves, or unduly noisy, or tend to produce any kind of discomfort in the class-room. Those are particularly suitable, which, from the rhythm of their motion, admit of being accompanied by singing, of which marching is the most prominent."

9. *Singing.*—"Finally, singing is a physical exercise of wonderful power in relieving the more serious work of the school. All must observe its calming influence after exertion, and its cheering preparative influence on exertion yet to be undergone. It is like the ventilation of the mind, giving an outlet for the oppressed and pent-up feelings of the child, the hearty utterance of which is at all times refreshing. The younger children are, the more and the more frequent the necessity for the relaxation thus afforded; there can be no successful management of the primary school without it. It is one of the most valuable instruments in a skillful hand for keeping alive the tone and activity of the school."

Thoughtlessness in Pupils.

BY ASSISTANT SUPERINTENDENT N. A. CALKINS.

[Notes of a lecture given before the Primary Teachers of Brooklyn.]

TEACHING ARITHMETIC.

This subject is too commonly made *an exercise in the modes of using figures merely, to the neglect of using numbers in their relations to given questions for developing habits of correct thinking*. Teachers know too well that pupils in arithmetic are prone to do that which should not be done—to *add* when they should *subtract*, and *multiply* when they should *divide*, etc.; that they guess instead of thinking.

It is an indispensable part of the teacher's work to instruct the pupils *how to add, how to subtract, how to multiply, and to divide*; and it is just as important that they be taught *to consider what is to be found out*, as a means for determining which operation should be performed in the given problem.

The earnest inquiry of the teacher is, how can pupils in arithmetic be made *to think before they act*? Let us consider a few methods that may be used in teaching this subject, with a view to discovering some means by which much of this carelessness of pupils may be removed.

The training to think about what may be done with numbers should be begun during the child's first year in school. The pupils having learned by the use of objects to count, to add, to take away from, etc., the teacher may present questions pertaining to numbers in many different forms, chiefly for the purpose of leading them *to think*. The following questions will serve as illustrations:

A boy has *two* marbles in his pocket, and *two* in his hand. What can you tell me about that boy's marbles? How did you find that out?

One boy has *four* marbles, and another boy has *three* marbles. What can you find out about those marbles? [How many marbles both boys have? How many more marbles one boy has than the other?] How did you do it?

A little girl has *three* dolls; how many more dolls must she get to have *five* dolls?

Henry had *six* apples, and he gave *three* of them to his school-

mates. What can you find out about the apples? How can you do it?

Ten slates are in one pile; *eight* slates are in another pile. What can you find out about the slates? How did you do it?

A boy had *fifteen* cents. He paid *five* cents for bananas. What can you find out about that boy's money?

Three boys went to school. One boy took *two* books with him; another boy took *one-half* as many books, and the third boy took as many books as both of the others. How many books did each boy take to school? How many books did all the boys take?

During the second and third years in school the questions may be more and more difficult, as the pupil's general knowledge of number advances. It is very important that the pupils be led to *consider what can be found out*, or what should be found out concerning each question, *before the numbers pertaining to the question are used to obtain an answer*. After an answer has been obtained it is well to request pupils to tell how they did the work. The numbers that I write on the blackboard, and the questions following, will serve as illustrations of methods pertaining to arithmetic:

A man paid *twelve* dollars for a pair of boots, and *six* dollars for a hat. What can you find out? How?

A lady paid *fifty* dollars for a cloak and a hat. She paid *twelve* dollars for her hat. What can you find out? How did you do it?

Fifty pupils belong to a class. *Forty-eight* of them were present. What can you find out about that class?

A farmer had *one* dog; *two* times as many cats; and as many horses as he had dogs and cats together; and as many cows as he had of dogs, cats and horses. How many cows had the farmer? How many animals?

A man paid \$250 for a horse; and he paid \$148 for a wagon. What can you find out? How did you do it?

A man paid \$45 for a suit of clothes for himself, and \$28 for a suit for his son. What can you find out? How?

A man bought *fifteen* tons of coal. He paid \$6 for each ton. What can you find out? How?

A man paid \$84 for coal. He gave \$6 for each ton. What can you find out? How?

A man paid \$1.40 a yard for carpet, and 10 cents a yard for making and laying it. He bought *thirty* yards. What can you find out?

A man divided a dozen apples between four children. He gave *one-fourth* of them to one boy, *one-third* of them to a girl, *three* apples to another boy, and all that remained to the fourth child. How many apples were given to each of the children?

The teacher may sometimes write the numbers used in the question on the blackboard, *then* state the problem as follows:

256 tells how many *miles* a railroad train ran. 8 tells how many *hours* it ran. What can you find from these two numbers? How?

1,280 shows how many acres of land a Western farmer had. He decided to sell all except 480 acres, at \$5 per acre. What can you find out about this? How did you do it?

The following questions will indicate some of the means that may be used for training the pupils *to think*, in the lower classes of grammar schools:

A school contains 540 pupils. *One-half* of these pupils are in *five* classes; *one-fifth* of them are in *two* classes, and the remainder are in *three* classes. Wanted, the number of pupils in each class. How can you find it?

There are 180 more girls in a school than boys. The school contains 900 pupils. Can you find the number of girls in that school? What more can you find? How?

A man deposited *one-half* of his money in one bank; *one-fourth* of it in another bank, and the balance, \$1500, in another bank. What can you find out about that man's money? How did you do it?

Pupils who are trained *to consider what can be found out*, by means of these and similar questions, and *to tell how they find it*, may easily be led *to consider the conditions* of every problem given, in order to determine what must be done in each case, to obtain the answer. And pupils thus trained will be led *to think before they act*. Try it, and see what effect it will have toward removing thoughtlessness from your pupils in arithmetic.--*N. Y. School Journal*.

The First Day in School.

It is important that the teacher should go to his first day's work furnished with all the knowledge he can possibly have concerning the house, the neighborhood, the pupils, and their previous progress. He may gain this knowledge by visiting the district, inspecting the

school-house, conversing with the previous teacher, the directors, and others, and by inspecting the records of the pupils' progress and standing, if any have been kept. It ought to be required of every teacher that he should keep and leave in permanent form such records of his school as would give his successor fairly complete information concerning all pupils. In seeking knowledge concerning his future school the teacher should not allow himself to be biased by neighborhood quarrels and jealousies, nor should he impress his patrons with the notion that he is overanxious to obtain their views on schools and education. He ought not to lead them to think that he is as pliable as the good natured teacher who was willing to teach that the earth is round or flat, just as his patrons should choose.

DEFINITE PLANS.

It is of great importance that the teacher enter the school-house on the first morning with a complete and definite plan of the work he proposes to do that day and of the order in which the several steps are to be taken. Scarcely anything will so deeply impress his pupils with the idea that he is master of his business.

PROMPTNESS.

The teacher should be on time every day, but it is especially important that he should be very prompt the first day. If he intends to be at the house fifteen minutes before school on other days, let him be there half an hour before school time this morning. The pupils are usually present on the first day, and the mere presence of the teacher may prevent the organization of mischievous schemes; besides, the furniture will need to be put in order, &c. He should greet his pupils cordially, but not show himself too anxious to become familiar. He should have his eyes wide open without seeming to be specially observant. If he detects some pupil whose look or manner seems to forebode trouble, it may be well to ask such a pupil pleasantly to assist in some of the work of preparation.

At the exact moment the signal for order should be given. If the house is furnished with a large bell a warning signal may be given about ten minutes before the time to begin, to be followed by another slight signal at the exact time to begin. It is not well to give signals by pounding on the house with a ruler or in other uncouth ways; this is not putting things to their appropriate use. Bells have been used as signals for ages; this is their chief purpose. Let it be re-

membered also that *the slightest signal is the best*, provided it is sufficient. A single, sharp tap of the bell means more than a prolonged ringing; it says, "Come now," but the prolonged ringing says, "Come after a while." A visitor once passed an hour in one of those schools that seem to work like clockwork without any effort on the part of anybody; no school ever really moves in that way, however. The visitor was especially impressed with the prompt and exact manner in which the classes arose and passed to recitation: there seemed to be no signal. After the session she asked a little girl belonging to one of the classes how the pupils knew when to rise and pass. "Why," says she, "did you not see the master move his thumb?"

ASSIGNING WORK.

As soon as school is in order work should begin. Two minutes or less is time enough for a teacher's inaugural: a few words of greeting, a hope for diligence, good conduct, and success, heartily spoken; this is enough. If devotional exercises are to be had on other mornings during the term, they should begin now. As soon as they are over some work should be given immediately to each pupil, except perhaps the very youngest.

Examples may be put on the board for those who have been through the "ground rules" of arithmetic, another set for those more advanced, a spelling lesson for the younger ones, some exact task for the classes in geography, &c. Let each pupil feel that a responsibility is put upon him. It makes little difference what the work is, only it must be *useful, reasonable, and definite*. Fix an exact time when the result will be called for, and do not neglect it when the time comes.

TAKING NAMES.

As soon as all are at work the teacher should proceed to take the names; this should be done with the least demonstration possible. If any of the pupils are working at the board, let them write their names beside their work, give the older pupils slips of paper on which to write their names, pass to the others and take their names in a whisper or low tone of voice. Be sure to spell all the names correctly. It is very essential that the teacher learn to put the names and their owners together as soon as possible. A pupil is impressed very differently when his teacher calls him promptly by name from

what he will be if the teacher designates him as the boy on the back seat, the boy with a red necktie, &c. He feels that in the teacher's mind he has passed out of the limbo indicated by "boy" into the field of true personality. Besides, as the pupils are so familiar with their own names, they feel that it is an indication of weakness for a grown man, a teacher, to be ignorant of what is so easy to them.

To assist in learning the names it will be well for the teacher to be supplied with a plan or map of the school room; then, as soon as he ascertains a pupil's name, let him write it in the proper place on his plan. Of course the pupils will have been informed that they are to retain their present seats until they are changed by the teacher's order or permission. Having the plan before him, with all the names in their proper places, a careful glance from time to time at the name and face which belong together will soon associate them. He is a weak teacher in this respect who cannot learn to call each pupil in a school of forty promptly by name at the close of the third half-day.

TEMPORARY CLASSIFICATION.

It is not wise to attempt to classify completely at first. Adopt the classes of the previous term; put new pupils where they seem to belong, taking care not to class them too high: let the pupils distinctly understand that this is all for the present, and any changes will be made as soon as you think best to make them. Having thus arranged the classes, assign each a regular lesson. In the afternoon of the first day put a temporary program on the board and by the second day the school should be in regular order—*Professor E. C. Hewitt, Illinois State Normal University.*

CULTURE OF THE OLD SCHOOL.—The men of widest acquisitions wore their learning, as Milton did, like a panoply in which to endue themselves when the controversial giant should appear on the other side. Now we go light-armed, and if any fray arises, take an index and write our rejoinder by its aid. Beside those great battles that used to be waged, our modern contests seem mere fencing-bouts. We do not carry what we know about with us any more, whether it be much or little, but put it into a dictionary for reference. In other words, knowledge has been becoming more and more impersonal, just as scholarship has gradually taken on a professional character. One smiles at the very suggestion of an Englishman of the old

school taking a "disinterested" view in any matter ; and disinterestedness, as we are told, is the essence of the modern scholarly ideal. A student now-a-days is much like a lawyer or doctor ; he makes an investigation and writes a book as they examine and conduct a case, and when he is through with his task the volume is put on the shelves, and he goes on to a new work as they to a fresh client or patient. Nor does the frame of mind in which he goes through the routine of research differ much from that of his brethren in the bar ; for his pursuit is to him a business, and is disconnected with his own individual affairs as is the case with the others. Scholarship is in fact already one of the professions, and its votaries, who were once nearer the literary, are now nearer the scientific class. As a consequence, learning, which was once truly, like poetry, a part of culture, is passing over to that division where it becomes, like the study of the law or of medicine, merely an item of civilization ; it ceases to be a thing that can be incorporated into the body and substance of our lives, and now constitutes a part of those possessions of society in common with which the individual is concerned not continuously nor for his own sake alone, but incidentally and as a social being. An obscure perception of this change underlies the opposition to classical studies, which in becoming largely the apparatus of a profession have lost their character of being modes of culture. Even the undergraduate does not need a very thorough acquaintance with the books and conversations of the gentlemen of the old school in order to conclude quite certainly that if he knows more Latin they knew vastly more Horace. In our academies and colleges the language is taught as never before, but the old boys of Eton and Harvard learned what the language was used for, and that was their great gain. The whole literature of the eighteenth century proves how truly the classics were appropriated then by those who read them ; and when an elegant writer of compliments now and then pleasantly mentions "our own Waller," the accent of the phrase discloses a state of education, of literary standards and modes of comparison, very different from any that now obtain either here or in England. It is not that the humanities have lost their humanizing power, but that they are inculcated as sciences. Culture must always be literary, but the classics, in consequence of the change in the ideal of scholarship, have become philology, antiquities, and cognate branches of research. This subject, however, is too broad and too old a one, and is in a fair way to be settled, willy-nilly, by the logic of social needs.—*January Atlantic*.

Moral Training.

The need of more or more effective moral training in the public schools is becoming apparent to thinking people of all classes, especially in the United States. The old and favorite notion that crime is the twin-brother of ignorance, and that all that is necessary to make a people highly moral and virtuous is to make them intelligent is no longer accepted as an axiom. Too often boys graduate from the public schools only to enter upon an apprenticeship in some school of vice or crime. His improved brain, in such cases, makes him only the more successful adept in fraudulent or criminal practices. As a New York paper recently put it in true Yankee style, there is great need that to the three r's on which so much stress is now laid, two others should be added as of at least equal importance, viz: the teaching of "right and 'rong." Such teaching, to be more effective, should be largely practical and incidental in its character. Little incidents that are constantly occurring in the school-room, or in the play ground, can be seized upon and made the occasion of valuable lessons. The true method is always the appeal to the moral sense. Every boy and girl has a conscience, and a judicious teacher can usually get that conscience to utter its voice. Let the habit be but formed of testing all action by the great law of right and wrong, and a most valuable step has been gained. Connected with this the appeal to the manliness or the sense of honour of which not even the child is willing to confess himself devoid, will often produce wonderful effects. There is no doubt, however, that a simple, practical manual, so written as to be within the comprehension of a child of ten or twelve, would be of great service to the teacher who is anxious to do his whole duty, and who regards character as the thing of highest importance. The study of such a book would afford abundant opportunities for awakening that moral thoughtfulness, which is a main element of good character in child or adult.—*Canada School Journal.*

Aids to Secure the Co-Operation of Parents.

CIRCULAR TO PARENTS.—NO. I.

EVILS OF IRREGULAR ATTENDANCE AT SCHOOL.

1. An hour lost is lost forever. Present duties crowd the present, and the past cannot be recalled.

2. One lesson depends on another. Every unlearned lesson weakens the foundation on which the others rest.

3. Irregularity in boys becomes the same in men. A bad habit stays by us.

4. The teacher's explanations to the class are important; and there is no time for repetition.

5. It checks the progress and enthusiasm of the class, and wears upon the nervous system of the teacher.

6. The reputation of the school and teacher suffers.

7. If a pupil loses his interest for school-work, outside matters fill his mind.

8. It causes disturbance for the pupil to find out the lessons of to-day.

9. One day out of school results in unlearned lessons, and the consequent loss of the next.

10. The teacher cannot be interested in those who show no interest in the school.

"Whatever I have tried to do in life, I have tried with all my heart to do well; whatever I have devoted myself to, I have devoted myself to completely. In great aims and in small, I have always been thoroughly in earnest."—CHAS. DICKENS.

CIRCULAR TO PARENTS.—No. II.

The success of a pupil's school life depends equally upon parent and teacher. Both should work earnestly and harmoniously to secure correct, earnest habits. We want to do far better work in our — school. This cannot be, unless each parent takes a positive interest in his child and his school. We ask that lessons be prepared, as far as possible, at home; that our pupils be taught that going to school is their *business* for the time.

Children's opinions are usually second editions of their parents' opinions. If you want your child to be interested in his school, show him the way. Come and see for yourself what we are doing and what we need to do.

"Men are what their mothers made them."—EMERSON.

"School-houses are cheaper than rebellions."—GARFIELD.

—*Prin. B. C. Wooster, in N. Y. Sch. Jour.*

TACT.—May we not describe tact fairly well as the antithesis of clumsiness? Etymologically, as we know, tact is touch, and it may be called, therefore, the deft way of handling people. It is born with some men and women, like the supple, delicate fingers of the artist's hand, and those who have it use their gift instinctively. It is not measured alike to those who have it,—men possess it in different degrees; while others, again, are wanting in it altogether.

Tact ought not to be confounded with *savoir-faire*: it is not merely the English equivalent for that term; one may have a large acquaintance with the world and its conventions and be perfected in the practice of social duties, great and small, and yet be lacking in this fine sixth sense, so invaluable to its possessors and to all with whom they come in contact. It is the outcome of intellectual and of temperamental qualities, and implies the possession of clear perceptions, quick imagination, and delicate sensibilities; it is these that give the tactful person his subtle intuition of another's mental processes and moods of feeling, and in the same moment the exactly right mode of dealing with these. Tact, it is true, like any other natural gift, may be consciously exercised and brought by use to a higher perfection. Practiced on a large scale, with experience and foresight aiding, it makes the successful diplomat. It is impossible not to feel a certain pleasure in the use of special faculties, of whatever kind; and it is not to be wondered at that a person possessing the gift of dextrous touch should regard with a mingling of amusement and compassion the unfortunate individual who goes on his blundering way through the world, forever stumbling against people's idiosyncrasies, bruising their small foibles, oversetting their cherished prejudices, when a little adroitness might save all the damage. There are men and women who are always doing this, just as there are those whose awkward motions and clumsy fingers are continually bringing disaster upon themselves and whatever they handle.—*January Atlantic*.

“AT Queenwood I learned, by practical experience, that two factors went to the formation of a teacher. In regard to knowledge he must of course, be master of his work. But knowledge is not all. There may be knowledge without power—the ability to inform without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils—

so call forth their strength and the pleasure of its exercise—as to make the hardest work agreeable. Without this power it is questionable whether the teacher can even really enjoy his vocation ; with it I do not know a higher, nobler, more blessed calling, than that of the man who, scorning the ‘cramming’ so prevalent in our day, converts the knowledge he imparts into a lever to lift, exercise and strengthen the growing mind committed to his care.”—*Tyndall*.

SELF-RESPECT.—Let the teacher appreciate the scholar’s self-respect and take advantage of it. Above all things, don’t harm it. Don’t break down this backbone of character. A scholar may be extremely sensitive of ridicule, and knows it. A teacher is sarcastic, and he knows that. He has found out in various ways that he has an aptitude for saying smart, sharp things—that he can put a keen edge to his criticisms and make them cut deep. How many scholars fear the criticism edged with sarcasm ! If a teacher draws that knife very often, to some scholars it will be the very opposite of healthy surgery. It will cut down self-respect, cut away all carefulness, and a scholar will say, “I don’t care how things go ; I can’t please my teacher, and I won’t try to please.” When self-respect is gone, ambition is gone, hope is gone, and the evil one enters.—*Canada School Journal*.

—It seems a pity that persons in the country do not arrange better than they do for the education of their children. Instead of a dozen or two neighbors uniting to secure a good teacher at a good salary, you will find three or four schools poorly sustained and still more poorly taught. The teacher gets little pay and the scholars get less teaching. Then, as to public schools, if half the breath spent in abusing them were given to plans for utilizing them, how much better it would be. Why cannot the best people in a given district co-operate in securing a good teacher, and thus make the public school what it ought to be ? Instead of bringing a little mother wit to bear upon this matter, many parents are letting their children grow up in ignorance, and are giving no more attention to their mental development than they are bestowing upon their calves and colts and pigs.—*Religious Herald*.

Outline of Work.

FOR COUNTY INSTITUTES IN THE STATE OF INDIANA.

LANGUAGE LESSONS.

For First Reader Pupils.

1. For the First Grade, the simplest exercise is the naming of objects. It may be conducted in connection with the reading lesson.
 - a. The objects selected should be simple and familiar.
 - b. They should be those which especially interest children.
 - c. The names should be short and easily spelled and pronounced.
2. Where writing is taught in connection with reading from the start, this exercise may be combined with a writing lesson. (Word Method.) Pupils should write with long pencils, on slates ruled into triple spaces with a scratcher, copying from the board.
3. The next step is the formation of sentences.
 - a. These should be short and simple.
 - b. They should be natural, and suggested by the objects mentioned. Pupils learning to read should be encouraged to speak with freedom and originality upon the subject of the lesson. They should acquire familiarity with new words by using them in this way.
 - c. The sentences should be both declarative and interrogative in form.
4. Sentences may be copied by pupils upon the slates. When this is done the teacher should see that they are neatly and correctly written and punctuated.
5. Portions of the reading and spelling lessons should be copied upon the slate each day. Before the First Reader is finished, these requirements may be considerably extended.
6. Pupils should have occasional exercises in repeating quotations—short verses and maxims from graded selections.

For Second Reader Pupils.

1. Pupils of the Second Grade should have more extended oral and written exercises.
2. They should learn from frequent practice the proper use of the articles and the plural of nouns, and the use of irregular verbs most common in conversation.
3. In written exercises, they should use the lead pencils. Oral lessons on geography, the human body, and similar topics may be reduced to a few comprehensive statements and copied into a scratch-book provided for the purpose. The scratch-book should be kept neat, and should be graded with the other work. It may contain simple drawings and maps in colors, made with red and blue pencils. It will be to parents an evidence of the progress made, and will preserve for the pupil, in brief, simple statements, the substance of useful lessons.
 - a. Very little work of this kind should be given at one time.
 - b. The pupils should not be hurried.
4. There should be exercises in the correction of faulty expressions and mispronounced words.
 - a. Common and familiar errors should be presented.

- b. They should be corrected by example, without any attempt at explanation on grammatical grounds.
5. Pupils should be required to describe objects and pictures in composition exercises.
 - a. The subjects should be assigned.
 - b. The number of sentences should be specified.
 - c. The pupils should be encouraged to write short, simple and natural expressions of thought.
6. Pupils should sometimes have written recitations in some study—mental arithmetic, for example—being required to copy the question and state the answer properly, punctuating both.
7. Pupils of this grade should recite quotations committed to memory, selected by themselves, subject to the teacher's approval.
8. More extended work in copying reading and spelling lessons may be required.

For Third Reader Pupils.

An important subject for language lessons adapted to pupils of this grade is the use of the personal pronoun. It may be remarked that here is where most teachers fail. It is a lamentable fact that a vast number of teachers fail to master for themselves the use of this pronoun, and, of course, fail utterly in teaching it practically.

1. The use of this pronoun should be taught by example and comparison, and not by the application of technical principles and rules. It is this that distinguishes language lessons from lessons in grammar.

2. Pupils should have extensive practice in forming sentences containing I, me, we, us, he, him, she, her, they, them.

EXAMPLES.

First—

- a. Referring to a single person, a pupil is apt to use the pronoun correctly. He will not say,—

“He told I,”
 “I saw he,”
 “Let I go,”
 “May me go,” etc.

- b. Referring to more persons than one, the pupil is very apt to use the wrong word. He will probably say,—

“He told Charles and I,”
 “I saw John and he,”
 “Let Charles and I go,”
 “May George and me go,” etc.

- c. The proper way to correct these errors is by analysis; or, as we should say to the pupils, by dividing the sentence into two sentences.

He told Charles and I = $\left\{ \begin{array}{l} \text{He told Charles,} \\ \text{and} \\ \text{He told I.} \end{array} \right.$

I saw John and he = $\left\{ \begin{array}{l} \text{I saw John,} \\ \text{and} \\ \text{I saw he.} \end{array} \right.$

Let Charles and I go = $\begin{cases} \text{Let Charles go,} \\ \text{and} \\ \text{Let I go.} \end{cases}$

May George and me go = $\begin{cases} \text{May George go,} \\ \text{and} \\ \text{May me go.} \end{cases}$

In these analyses, the error becomes apparent.

Second—

- a. Using a pronoun in connection with a noun, the pupil is apt to commit an error. While he will not say,—
 "Us were playing,"
 "He called we in," etc., he will probably say,—
 "Us boys were playing,"
 "He called we boys in," etc.
- b. To correct these errors, use the same sentences with the nouns omitted, when the errors become apparent.

*Third—*In an equally simple manner, illustrate the error of the expressions,—

 "Between you and I,"
 "Between he and you," etc.

3. Pupils should be taught to form the possessive case of nouns.

- a. The Possessive Singular. 1. Require the class to write a series of names of persons and things, in the simple singular form; as,—man, woman, boy, girl, horse, Charles, James, etc. 2. Form the possessive in every instance by the addition of 's; as,—man's, woman's, boy's, girl's, horse's, Charles's, James's. The few exceptions to this rule should not be taught at this time.
- b. The Possessive Plural. 1. Require the pupils to write a series of names in the simple plural form; as,—men, women, boys, girls, horses, Charleses, Jameses, etc. 2. Instruct the pupils to add 's to each word, unless it ends in s; in that event to add ' alone. 3. Never ask or instruct pupils "when to place the apostrophe before the s, and when to place it after the s." The apostrophe is *never* placed "after the s" (sign of possessive). Either it is placed before the s, as in man's, or it is used alone, as in horses'. It has no connection with that letter used to denote the plural number.

4. Pupils should be taught how to write a letter.

- a. How to date it.
- b. How to address it.
- c. How to close it.
- d. How to fold, direct and stamp it.

5. Rhetorical exercises, consisting of recitations, dialogues, and simple compositions, should be regularly conducted, all pupils being required to participate in them. In various ways the teacher can awaken such an interest in this form of school work that it will be a recreation rather than a task.

ELEMENTARY GRAMMAR.

For Fourth Reader Pupils.

Pupils should be taught the first lessons in Grammar orally. Subsequently, they

may use an elementary text-book, but sometimes a book is dispensed with until the study of the more complete work is commenced.

1. The first subject to be taught is the Noun.

- a. Explaining that a noun is the name of any person, place, or thing, call upon the pupils for a number of names, and write them, as given, on the board.
- b. Re-write, arranging in two separate columns the proper and common names, explaining the difference between the two classes.
- c. Call upon the class to point out the common and proper nouns in reading lessons.
- d. For a second lesson, ask pupils to name the objects on the table, on the wall, etc., and write the words on the board.
- e. Re-write, placing in different columns the words expressive of one object only, and those expressive of more than one. Explain in this way the subject of Number.
- f. Simple sentences should be formed by pupils, illustrating the use of the Noun. When these are written, the nouns should be underscored.

2. Next to be considered is the Adjective.

- a. Having prepared a column of nouns, the names of familiar objects, ask the pupils questions concerning the objects named, so framed as to elicit descriptive words.
- b. Write the qualifying terms (which the pupils will readily apply) before the nouns qualified.
- c. Draw a perpendicular line between the nouns and the qualifying words, thus forming a separate column of the adjective; as—

	ripe	apples.
a	large	book.
	green	blinds.
	wild	flowers.
a	small	key.

Call the attention to the Articles, with the use of which the pupils are already familiar.

3. Simple sentences should be formed and written, containing the noun and adjective, the words being designated respectively by single and double lines underscored; as,—

Apples are ripe.
 The book is large.
 The globe is new.
 The blinds are green.
 The flowers are wild.
 The key is small.

4. Before proceeding further with the parts of speech, there should be exercises in the different kinds of sentences—declarative, interrogative, imperative and exclamatory—illustrating the use of the noun and adjective; and the sentences should be analyzed into subject, copula, and predicate.

- a. Pupils should classify sentences written by the teacher.
- b. They should supply sentences of each class.
- c. They should indicate the subject, copula, and predicate, by the use of distinguishing marks.
5. The next part of speech to be taught is the Verb.
 - a. Write on the board a column of names of animate objects, and ask the pupil to state what each of these objects *does*; as, "What does the dog do when he runs after a pig?" "What do the birds do in the morning?" "What do the boys do at recess," etc.
 - b. Write the words denoting action, after their respective nouns.
 - c. Draw a perpendicular line, dividing the words into separate columns of nouns and verbs; as—

A dog	barks.
Birds	sing.
Boys	play. Etc.

Sentences of the four classes should be formed and written by pupils, the verbs being underscored.

- d. In a similar manner, teach the verbs denoting *being* and *state*.

6. The remaining parts of speech should be taught in the following order: Participle, Pronoun, Adverb, Conjunction, Preposition, Interjection. The use of each should be illustrated with sentences formed by pupils.

7. In a review of the parts of speech, the elementary text-book may be used to advantage. Then will follow a more extended view of the Noun, Pronoun and Adjective, including the subjects of Gender, Person and Case, with exercises in parsing.

For Fifth Reader Pupils.

The Institute instructor should illustrate the use of the text-book in the following:

1. Review of the noun.
 - a. Class.
 - b. Gender.
 - c. Person.
 - d. Number.
 - e. Case.
2. Parsing the noun.
 - a. Subject nominative.
 - b. Predicate nominative.
 - c. Nominative in apposition.
 - d. Nominative absolute.
 - e. Possessive.
 - f. Object of verb (direct and indirect.)
 - g. Object of preposition.
 - h. Object of apposition.
 - i. Objective adverbial.
 - j. Rules governing the noun.
 - k. Models for parsing the noun.

3. Extended view of the verb. A review of former lessons on this subject should be followed by the study of—

- a. Voice.
- b. Mood
- c. Tense.
- d. Person.
- e. Number.
- f. Conjugation.
- g. Rules governing the verb.
- h. Models for parsing the verb.

History and Histories.

If it is important for young or old persons to learn what is called *History*, it is important that they should learn the truths of History, and not the inaccuracies and anachronisms that abound in nearly all school text-books on that subject.

Perfection is not to be expected, but reasonable accuracy of statement is a "reasonable service" the author or compiler owes to his readers.

"Whoever thinks a faultless piece to see,
Thinks what ne'er was, nor is, nor e'er shall be."

The very excellent *History of the United States*, by Prof. George F. Holmes, used by many teachers in Virginia and elsewhere, is no exception to the apophthegm of Pope. Typographical errors, as *Genet* for *Genet*, page 166, and *carred* for *carried*, page 167, are evident as such, but perhaps the statements noted below, have escaped the vigilant eye of the author, in respect to their authenticity.

The same may be said concerning *Gilman's General History*, also noticed in this communication.

Holmes U. S. History (1883).

Page 22. John Ribault settled a colony on Port Royal harbor, and called it Fort Charles, or Carolina, after Charles IX.

Page 69. The new colony (1663) was called Carolina, after Charles the King.

The question is, were the Carolinas named after the French King Charles IX. or the English Charles II. A member of the Carolina State Convention, after the war, was reported as saying in a speech, that North Carolina was named after an English queen.

Page 124. Prof. Holmes states that *Burgoyne* was exchanged for *Laurens*. He was exchanged for *Moultrie*.

Page 113. William Henry Lee reads strangely as the proposer of a committee to draw up a Declaration of Independence. Strange that William could be put for Richard without detection.

Page 115. The Declaration of Independence is said to have been signed by the members of the Congress on the 4th of July. The truth is that only John Hancock and the Secretary signed it on the 4th of July, but on the 19th July it was ordered to be engrossed on parchment, and August 2d, fifty-four members signed it. Matthew Thornton of New Hampshire, was absent, and signed in November, and the last

signer, Thomas McKean, of Delaware, was allowed to sign it in 1781, according to Edward Channing, of Harvard College, in *Magazine of American History*, Feb., 1885, p. 187. Lossing in his *Lives of the Signers*, says McKean voted for the Declaration but was called away by Washington, and did not sign the instrument till October following. If so Thornton was the last signer to affix his name.

Page 237. Prof. Holmes says the Merrimac was plated with railroad iron. The iron armor of the Merrimac was rolled into bars to suit, at the Tredegar Works in Richmond. The error is in many books, but there was not a bar of railroad iron in the plating of the Merrimac.

Page 266. Is it proper to say that when President Johnson was impeached and tried, he was acquitted by a *majority* of one vote, when the vote stood 35 for conviction and 19 for acquittal? To convict required a vote of two-thirds, and it failed by one vote.

Gilman's General History (1874) states, *page 339*, that "Patrick Henry, Thomas Jefferson, Richard Henry Lee, Charles Lee, and others, met at a tavern in Raleigh, N. C." At the time referred to there was no Raleigh, N. C., nor for nearly thirty years afterwards. The facts are that in May, 1769, when the Royal Governor, Lord Botetourt, dissolved the House of Burgesses, the members left the capitol and met in the *Raleigh tavern* near by. George Mason drew up non-importation resolutions, George Washington presented them, and the burgesses unanimously adopted them. *Charles Lee* was at that time in Poland. Again, May 25th, 1774, the last Royal Governor, Lord Dunmore, thinking the burgesses too fast in appointing the 1st day of June for a "fast day" to pray for proper treatment from George III. and his ministers, dissolved them as a legislative body, whereupon they went to the *Raleigh*, where in the "*Apollo*" room, or ball-room, they set in motion the ball of the Revolution. *Charles Lee* was never one of the Virginia burgesses. Peyton Randolph, late speaker of the house, and subsequently president of the first Continental Congress, presided, and George Washington and Patrick Henry were among the eighty-nine members of the convention in the *Apollo room* of the *Raleigh tavern* in *Williamsburg, Va.* Then and there the Continental Congress was proposed. The old "cradle of liberty," known for more than a century as "the Raleigh," was burned several years ago. A good picture of the tavern and of the *Apollo-room* may be found in Lossing's *Field Book of the Revolution*.

On *page 317* of Gilman's "History" is a blunder more remarkable still, for a Boston book, in the assertion that the Puritans sailed from Delft Haven in "the *Speedwell* and the *Mayflower*." Does not every school-boy know that the *Mayflower* was hired in *England*, and did not sail from *Holland* at all? If not, he should know that fact.

Gilman says, *page 344*, "The Declaration of Independence was signed by all the delegates July 4, 1776." John Hancock, President, was the only signer of the fifty-six on that date.

On *page 266* of Gilman's book we read that Edward III. of England claimed the crown of France also, "*in the name of his wife.*" Edward III. claimed the French crown as son of the infamous Isabella, queen of Edward II., sister of three successive kings, Louis X., Philip V., and Charles IV.

On *page 288*, Gilman says that Cecil who had been of so much service to Elizabeth was one of the chief advisers of James I. On *page 284* he says that Sir Wil-

liam Cecil, Lord Burleigh, was Elizabeth's able minister till he died, in 1598. As this event was less than five years before Elizabeth's death, and after the most important acts of her reign, his son, Robert Cecil, Earl of Salisbury, who died in 1612, and who was an adviser of James I., could not have been *the* able minister of Elizabeth. Besides, the son of Burleigh was not Lord Robert Dudley, Earl of Leicester, as is asserted on *page 285*.

These instances will suffice for the present, but I have some curiosities in the way of blunders in books for subsequent articles, if the *Editor of the Educational Journal* wishes to exhibit them in his pages to the teachers and school officers of Virginia.

A late School-History, claiming to be very "logical," offers a fine scope for a fault-finder, by a good outcropping of substantial "faults."

The criticisms here made are kindly intended, and I am sure will be kindly regarded by all concerned.

Respectfully,

N. B. WEBSTER.

Norfolk, Va.

Circular Letter Upon "Recess or No Recess in Schools."

To the Public.—A committee of the National Council of Education made to that body at its meeting held in Madison, Wisconsin, July 10, 1884, a report upon "Recess or no Recess in Schools." After discussion, the subject was referred back to the committee for further investigation, to be followed by another report in July, 1885. The subject is of vital importance, touching as it does the welfare of pupils in the schools of the country; hence the investigation assumes the widest scope. The committee seeks facts of experience, as well as theories based upon experience; any fact that bears directly or indirectly upon the subject will be very acceptable.

The scope of the investigation is indicated by the following questions to which answers are solicited from superintendents of schools, principals, teachers, school officers, physicians, professional men of all classes, and parents. The first nine questions are directed especially to superintendents and teachers; the rest of the questions are also directed to any persons who can give any information upon the points raised. The name and address of persons, particularly physicians, who have given attention to this subject, will be valuable aid; copies of reports or papers that discuss this subject are solicited. Send all communications to the sub-committee named below.

QUESTIONS.

I. Is the no-recess plan in operation in the schools under your supervision or instruction?

II. If it is, has any proposition been made toward the establishment of the plan, and what arguments prevailed against the proposition to introduce it?

III. Have you returned to the recess plan after a fair trial of the no-recess plan, and if so, what causes led to the change?

IV. What condition existed in and about your school that prompted the officials to abolish the recess and adopt the no-recess plan, and with whom did the propo-

sition originate to establish in your schools the no-recess plan—with the superintendents and teachers, with the board of education, or with the patrons?

V. How many hours of continuous confinement within the schoolroom are required daily, A. M. and P. M., of pupils in the several grades under your no-recess plan?

VI. What are the precise duties and privileges of pupils that have been substituted for those of the recess in the several grades of your school?

VII. Are physical exercises as a practical means of retaining and securing health in the schoolroom, an equivalent under your no-recess plans for the exercise afforded to pupils by an out-door recess?

VIII. What effect has the no-recess plan upon the management and government of your schools, especially in the matter of the pupils' habits in conduct?

IX. Is the no-recess plan extending among the schools in your vicinity?

X. How is the health of pupils affected in the following particulars by the no-recess plan, so far as your observation and experience extend?

NOTE.—State explicitly the nature and character of the examinations instituted to arrive at the facts and opinions which you recount in your answer to the questions asked under (a) to (e) below. Special inquiry is made about those children that have inherited or have developed weaknesses in the points enumerated.

(a) Does or does not the no-recess plan affect the duties and privileges of pupils in such a way as to develop or aggravate in any of them nervous irritation?—revealed by a tendency to or an absence from cerebral pains, inability to think or to act or to remember, weariness, coldness of extremities, want of blood in the brain, irritation of the sympathetic system of nerves—owing to continuous sedentary confinement in the schoolroom with its heated and perhaps vitiated air?

(b) Does or does not the no-recess plan affect the pelvic organs?—revealed by a tendency to develop or aggravate irritation and disease of the kidneys, bladder, rectum, or by blood poisoning from retention of urine—owing to the failure of pupils to comply regularly with the physical necessities under which they rest, to a lack of those physical exercises which tend to keep in a healthy condition the organs enumerated, and to the continuous confinement upon the seats in the schoolroom?

(c) Does or does not the no-recess plan affect the eyesight?—revealed by developing or aggravating enfeebled powers of those organs, owing to deficiency of out-door exposure?

(d) Does or does not the no-recess plan affect the nasal passages and lungs?—revealed by developing or aggravating catarrh or irritation of the lungs, owing to too continuous exposure to the dust, heat and air of the schoolroom?

(e) How do the physical exercises substituted by the no-recess plan for those of the recess affect, relatively, the rapidity of the pulse of pupils when it is compared to the rapidity developed in the exercises of the out-door recess?

Very respectfully submitted,

J. H. HOOSE,

Sub-Committee on Hygiene in Education.

State Normal School,

Cortland, Cortland Co., N. Y., Jan. 7, 1885.

National Educational Association.**DEPARTMENT OF SUPERINTENDENCE.**

The regular annual meeting of the DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION will be held at the Tulane University Buildings, New Orleans, Louisiana, February 24, 25 and 26, 1885. A cordial invitation is extended by the Association to teachers, school officers and other friends of education, to be present at the session. The meeting will afford an excellent opportunity for the discussion of educational questions which concern the entire country. As far as possible, reduced railway and hotel rates will be secured.

PROGRAMME.

TUESDAY MORNING, February 24, 1885.

9:30—ADDRESS OF WELCOME—HON. WARREN EASTON, State Superintendent Public Education, Baton Rouge, La.

RESPONSE—By the PRESIDENT of the Association.

SCHOOL ECONOMY—ANDREW J. RICKOFF, Yonkers-on-the-Hudson, New York.

DISCUSSION: Opened by HON. J. W. HOLCOMBE, State Superintendent of Public Instruction, Indianapolis, Ind.

FEDERAL AID TO EDUCATION, SOME SUGGESTIONS AS TO METHODS OF APPLICATION—HON. THOMAS W. BICKNELL, Boston, Mass.

DISCUSSION: Opened by O. V. TOUSLEY, Superintendent City Schools, Minneapolis, Minn.

THE PUBLIC SCHOOLS OF THE PACIFIC COAST—HON. CHARLES S. YOUNG, State Superintendent of Public Instruction, Carson City, Nev.

A TRUE COURSE OF STUDY FOR ELEMENTARY SCHOOLS—EMERSON E. WHITE, Cincinnati, Ohio.

DISCUSSION: Opened by WILLIAM E. ANDERSON, Superintendent City Schools, Milwaukee, Wis.

WEST VIRGINIA SCHOOLS AND SCHOOL LAWS—HON. BERNARD L. BUTCHER, State Superintendent of Free Schools, Wheeling, West Va.

THE RISE AND PROGRESS OF PUBLIC EDUCATION IN TEXAS—W. C. ROTE, Superintendent City Schools, San Antonio, Texas.

THE RELATION OF THE COMMON SCHOOLS TO THE UNIVERSITY—WILLIAM PRESTON JOHNSON, President Tulane University, New Orleans, La.

DISCUSSION: Opened by JOHN HANCOCK, Assistant Commissioner Ohio Educational Exhibit, World's I. and C. C. Exposition.

THE STATUS OF EDUCATION IN THE SOUTH—(One entire evening will be devoted to this topic). Discussion by HON. GUSTAVUS J. ORR, State Commissioner of Common Schools, Atlanta, Georgia; HON. JOHN EATON, Commissioner of the Bureau of Education, Department of the Interior, Washington, D. C.; HON. M. A. NEWELL, State Superintendent of Public Instruction, Baltimore, Maryland; HON. THOMAS H. PAYNE, State Superintendent of Public Schools, Nashville, Tennessee; HON. J. L. M. CURRY, General Agent of the Peabody Education Fund; DR. A. D. MAYO, PROF. JOHN OGDEN, SUPT. N. C. DOUGHERTY, PROF. W. H. BARTHOLOMEW, PROF. F. LOUIS SOLDAN, and others.

The programme, in detail, will be regularly announced in the New Orleans daily papers.

President, LEROY D. BROWN, Columbus, Ohio.

Vice-President, JAMES MAC ALISTER, Philadelphia, Pa.

Secretary, WILLIAM O. ROGERS, New Orleans, La.

A DEVICE IN READING.—Noticing in your October No. the selected article "Some Devices in Arithmetic," I thought that perhaps the following "device" in "reading" might be of interest and profit. I know it has been productive of admirable results. We know it is not uncommon to find a class in reading that is indifferent to the lesson in the book. The class may be composed of pupils not yet able to take up advanced work, and yet they have had the same reader for so long a time that all their interest in their reading lessons is lost, and it is almost impossible to get them to give sufficient attention to be able to read intelligibly, much less intelligently. When supplementary reading can be obtained, the interest can usually be reawakened; but most teachers know how difficult and oftentimes impossible it is to obtain funds for this purpose. In such cases it is discouraging to both pupil and teacher to allow a class to drag through a recitation day after day, and week after week, in a listless manner. The teacher feels that the time is wasted since he is quite certain that notwithstanding he has drilled them faithfully still they are not good readers. Now, for one "device," how to vary a reading lesson. Cut from some newspaper or magazine a narrative story that is interesting and not too difficult for the class to read as easily as they would the regular lesson in their reader. Select all the difficult words in it, and copy them on the blackboard, to be pronounced and defined by the class. If there are names of persons in the story, put those on the board also, and everything else which could be made a profitable study.

Divide the story into as many paragraphs or parts as there are pupils in the class, and give each a scrap cut from the paper, and require him to study it carefully. Of course he will have no idea of its connection with the story.

Recitation time comes. Spend the first part in reading what they were to prepare from the board. Then have the class commence reading, requiring them so to arrange the paragraphs given them as to make good sense. The pupil, who has the scrap on which the subject of the story is written, begins to read. The others read whenever they see their paragraphs are needed to make good sense, and so continue

until the narrative is completed. Care, however, should be taken at first to cut the story in such a way as to have the connection easily seen; but after they have had some experience the work should be gradually made more difficult. The teacher should always have a copy of the complete story, so as to be able to prompt the pupils if necessary. After the pupils have put together the whole tale, call upon some one to tell it again in his own words. For the next reading lesson require them to write the story from memory. The papers should be taken charge of by the teacher, all mistakes underlined, and the same corrected by the pupil. This exercise obliges them not only to understand what they have to read, but it is also a good language lesson. Pupils like such a lesson; it requires them to give the closest attention to every paragraph read, also to observe the plot of the story, or they will be unable to read, when their "turn" comes, to tell what has been read, or to write it out afterward.—*Texas School Journal*.

A SENSE OF HONOR.—The following is taken from an editorial in *The Century* for December.

"There is little doubt that the thing which most needs to be preached to this generation of Americans, by ministers of the gospel, by both clerical and lay instructors of the youth, by all who have public influence or private authority, is a sense of honor! It must be shown, and insisted upon, that every position in life, where one person is employed by another to do a certain work, imposes an obligation to fulfill the duties of the place with an honorable and disinterested regard for the interests of the employer. It must be shown that this view of employment applies to the cook, the errand boy, the cashier, the legislator, the governor, the president. This is a trite, and apparently simple, and perhaps somewhat stupid view of the opportunities of a "smart" and ambitious young American of our day; but unless this commonplace view of responsibility is laid hold of by increasing numbers in the future of our country, we will not say that our society will go to pieces, but we will say that our calamities will increase, and that we will get into troubles, and not soon out of them, compared with which the dangers and distresses of the past will seem almost insignificant."

THE TEACHERS' INSTITUTE.—The success which attended the July Institutes shows that definite steps should be taken to make these gatherings a regular part of our educational system. They tend to strengthen the weakest part of our educational machinery—our teaching staff. Under our present circumstances we must receive into our teaching staff each year a large number of untrained and inexperienced teachers, and unless something is done to give these young people some elementary notions upon the art of teaching and school-management, the work done by them in the elementary schools will be very crude and unsatisfactory. These Teachers' Institutes will meet this difficulty in a great measure, and the well-being of our elementary schools calls for their permanent establishment.—*The Educational Record*.

EDITORIAL PARAGRAPHS.

THE SUPERINTENDENTS' CONFERENCE.—As we go to press the Conference of Superintendents is in full operation. Seventy-two of the superintendents were present on the first night of the meeting. The meeting was called to order by Superintendent Farr, President of the Conference. Rev. W. B. McGilvray made an address of welcome. He was followed by Gen. S. C. Armstrong, Principal of the Hampton Normal and Agricultural Institute, who discussed the solution of the Indian question. The experiment at Hampton of civilizing and educating Indians has proved a surprising success. Of 103 who have returned to their tribes, not a single one has relapsed into barbarism. Heretofore the Indian has turned his back on the civilization of the white race, but this is now changed and he sees that it is best to accept it. A minority, small yet strong, is steadily asking for it, and their influence is extending among their tribes. He thinks that the Indians of pure blood are dying out, while those of mixed blood are steadily increasing. The result will be an amalgamation with the native white race just as persons of foreign nationality become gradually incorporated into the native white race and soon lose their individuality.

He was followed by Prof. Geo. E. Little who entertained the Conference with his "chalk talk." A resolution was adopted looking to two sessions a day during the session. A resolution was offered urging the necessity for a change in the Grandstaff act, whereby there would be some funds in hand at the opening of the schools in the Fall. At present, no money is received until some months after the opening of the schools and the result is that the teachers' warrants pass into the hands of "shavers" at a ruinous discount. If, however, the Auditor issued his warrant in time for the Superintendent to issue his warrant for their pay to the teachers before the 1st of December, these could be readily disposed of by the teachers since they are receivable for taxes. The Conference proposed to discuss the subject before the close of its sessions.

Among the visitors are Hon. M. A. Newell, of Baltimore, Prof. F. V. N. Painter, of Roanoke College, and Gen. S. C. Armstrong, of Hampton.

There is fine promise of an interesting meeting, especially in the direction of the special work of the superintendents.

The exhibition of school work in connection with the Conference is large, and some of the work is very fine. Most of this has been prepared on short notice and exhibits a most commendable energy on the part of school officers and teachers throughout the State.

MESSRS. J. W. Randolph and English will accept our thanks for copies of Harper's Young People—an excellent paper for the young.

—School officers often complain that changes are not made properly on our mailing book, but that the JOURNAL goes to an old incumbent instead of the new. Changes are made as soon as they are reported to us. The proper officer sometimes fails to give promptly the needed information. Whenever the JOURNAL goes to the wrong person or fails to go to the right one, drop us a postal making an inquiry and giving the necessary information.

Book Notices.

TREASURY OF FACTS. A Cyclopædia of Natural and Mathematical Science, with the Art and Science of Teaching Embracing a Complete Outline of Orthography, Etymology, Elocution, Grammar, Rhetoric, Logic, U. S. History, Geography, Physical Geography, Geology, Botany, Zoology, Physiology, Natural Philosophy, Mental Philosophy, Chemistry, Governmental Science, Arithmetic, Algebra, Geometry, Trigonometry, Astronomy, Methods of Instruction and the Science of Teaching. By W. J. King. New York: A. Lovell & Co., publishers, 1884.

The title presents clearly both the character and contents of the book. The author has given carefully prepared outlines of the subjects named. The book will prove helpful to our teachers in giving them in brief form the fundamental facts and principles of the subjects discussed.

A GRAMMAR OF THE GERMAN LANGUAGE FOR HIGH SCHOOLS AND COLLEGES. Designed for Beginners and Advanced Students. By H. C. G. Brandt, Professor of German and French in Hamilton College, Clinton. N. Y. Formerly of Johns Hopkins University, Baltimore. New York and London: G. P. Putnam's Sons. 1884. Price, \$1.50.

This work embodies, the author thinks, the results of philological research during the last twenty years so far as German is concerned. The subject is treated under the heads of Accidence; Syntax, Special and General; and Advanced Grammar, including Phonology, Historical Commentary upon the Accidence, History of the Language and Word-Formation. There are no exercises for translation from English to German or the reverse. The aim of the author seems to be to enable the student to read and understand German authors rather than to give him skill in constructing German sentences. The publishers have given us a very handsome book in all that relates to its mechanical execution—type, binding, paper, &c.

For sale by West, Johnston & Co., 911 Main street.

A READER OF GERMAN LITERATURE. Prepared for High Schools, Colleges and German American Schools, with Notes. By W. H. Rosenstengel, University of Wisconsin, New York and London: G. P. Putnam's Sons. 1884. Price, \$1.50.

The volume is intended for students who have mastered a German Grammar and an elementary reader, and who know how to use a dictionary. The special advantages are an accurate text, selections exclusively from the master-pieces of German authors, a full representation of modern literature, and selections from the best and latest works on German history and history of civilization and language. Judicious notes and brief biographical sketches of the authors represented add to the value of the book. The mechanical execution of the book is all that could be desired.

For sale by West, Johnston & Co., 911 Main street.

DIME SERIES. Question Book of Stimulants and Narcotics. Prepared in Accordance with the Effort to Promote the Cause of Temperance, through Instruction in the Public Schools. By C. W. Bardeen. Syracuse, N. Y.: C. W. Bardeen, Publisher. 1884. Price, 10 cents.

ENGLISH CLASSIC SERIES—HOW TO TEACH READING. By Caroline B. LeRow, Late Instructor in Elocution in Smith and Vassar Colleges. Author of a Practical Reader. New York: Clark & Maynard, publishers, 734 Broadway. Price, 12 cents.

This little volume contains many valuable suggestions on a very important subject.

STORIES FOR YOUNG CHILDREN. By E. A. Turner. Boston: Published by Ginn, Heath & Co. 1884. Mailing price, 12 cents.

A book of simple, yet pleasing stories for very young children.

CLASSICS FOR CHILDREN—SCOTT'S LADY OF THE LAKE. Edited by Edwin Ginn. Boston: Published by Ginn, Heath & Co. 1885. Mailing price, 40 cents.

This is Vol. V. of this excellent series. The book is well printed and carefully edited. An outline of each Canto precedes the text. The notes, which are brief and judicious, are placed at the foot of the page. The text of the poem is preceded by an Introduction showing the need of such reading for children and the plan of the present series; a Life of Scott abridged from his Autobiography, and a life abridged mainly from Lockhart and Hutton. A very cheap and satisfactory edition.

Publishers' Notes.

—Messrs. Ginn, Heath & Co., Boston, announce the publication, on the 1st of March, of An Introduction to the Study of the Compounds of Carbon, or Organic Chemistry. By Prof. Ira Remsen, Johns Hopkins University, Baltimore. The book, which is strictly an *introduction* to the study of the Compounds of Carbon, or Organic Chemistry, is intended to meet the wants of the students in our scientific schools, schools of technology, and colleges, and of medical students. The attempt has not been made to describe or even mention most of the compounds of carbon, but all which are of real importance to the beginner are treated of with some degree of fullness. Full directions are given for making a number of typical compounds, by methods quite within the reach of every chemical laboratory, so that with the aid of the book a systematic course of laboratory work on carbon compounds may be carried on.

—The Old Dominion ought to be proud of the literary work of one of her sons—Mr. John Esten Cooke—whose biographies of Lee and Stonewall Jackson, and admirable history of Virginia are widely known. He is soon to issue another book called "My Lady Pokahontas," and apart from the charm of the subject, which will be treated in picturesque fashion, especial pains are to be taken by its Boston publishers in the mechanical production of the volume—binding, paper, type, all being carefully selected with a view to beauty and excellence combined. The book will be of interest to everyone, but nowhere more than among Virginians, to whose own romantic State-history this book is so eloquent a tribute.

—A Life of John Marshall, by Allan B. Magruder, will be the next volume in the "American Statesmen Series."

The Magazines.

LIPPINCOTT'S MAGAZINE for February contains *Steerage to Liverpool and Return*, by Thomas Wharton; *Lola*, a story, by Hester Stuart; *The Representation of the People in Parliament*, by David Bennett King; *The Prussian Civil Service*, by Alfred E. Lee; *Cats and Poets*, by L. J. S.; *Nothing Uncommon*, a story, by William O. Stoddard; *The Palimpsest of Paris*, by Annie Hampton Brewster; *Æsthetic Children*, by Grace H. Peirce. On this Side, by F. C. Baylor, author of "The Perfect Treasure," was commenced in the January No., and is continued in this. Several chapters of *Mary Agnes Tinker's* charming story, *Aurora*, also appear, together with other Short Stories, Poems, and Articles of Interest upon Current Topics.

THE ATLANTIC MONTHLY for February—Contents: A Marsh Island, IV-VII—Sarah Orne Jewett; Winter Birds about Boston—Bradford Torrey; Spirit to Spirit—Edith M. Thomas; Madame Mohl, her Salon and her Friends, second paper—Kathleen O'Meara; A Sheaf of Sonnets: I. Ellen Terry's Beatrice; II. The Resolve; III. On First Reading Landor's Helenics; IV. Bach's St. Matthew Passion Music; V. The Passing of the Year—Helen Gray Cone; The Prophet of the Great Smoky Mountains, II, III—Charles Egbert Craddock; The Quest for the Grail of Ancient Art—William Shields Liscomb; Vernon Lee—Harriet Waters Preston; A Country Gentleman, IV-VII—M. O. W. Oliphant; The New Portfollio, II—Oliver Wendell Holmes; Strange, E. R. Sill; Nathaniel Hawthorne and his Wife; Mr. Parkman's Montcalm and Wolfe; Johnson's Persia; A Word for Pepsy; The Contributors' Club; Books of the Month.

CONTENTS OF ST. NICHOLAS for February.—Frontispiece: "Beggars at Play;" after the celebrated painting by Murillo; Driven Rack to Eden, chapter I—M. P. Roe, five illustrations; No Longer a B. by, picture: Davy and the Goblin, IX, X, XI—Charles E. Carryl, six illustrations; My Valentine, verses, illustrated; A Garden of Girls, first story—Tyrant Tacy; English Kings in a Nutshell—Gail Hamilton; Little Red Riding Hood and the February Wolf, picture; His One Fault, VII, VIII, IX—J. T. Trowbridge, two illustrations; The Little Knight, a Valentine, verses; A Queer Partnership, Personally conducted The City of the Banded Knee—Frank R. Stockton, illustration, Memorial statue of a child in the Campo Santo, Genoa; Ralph's Winter Carnival; Frowns or Smiles? verses; Among the Law makers, V, VI, two illustrations; Winter Days, verse, illustrated; The Brownies' Return, poem—Palmer Cox, illustrated; Stories of Art and Artists, sixteenth paper—Clara Erskine Clement, illustrated; "Makin' up," picture; Circe's Auction, play; For Very Little Folk, The Windmill, two illustrations; Jack-in-the-Pulpit, illustrated.

POPULAR SCIENCE MONTHLY.—Contents for February: The Sight and Hearing of Railway Employees, illustrated; Calculating Machines, illustrated; The Larger Import of Scientific Education, by J. W. Powell; Evolution and the Destiny of Man by W. D. Le Sueur; Food and Feeding, by Grant Allen; Sulphur and its Extraction, illustrated; Physical Training of Girls, by Lucy M. Hall, M. D.; Field Experiments in Agriculture; Cholera: I. Its Home and its Travels; The Chemistry of Cookery, by W. Mitten Williams; Sick rates and Death-rates; Properties and Constitution of Seawater; Why Birds Sing; Sketch of Sir David Brewster, with portrait; Correspondence; Editor's Table; "Mind as a Social Factor"—The Relation of Science to Culture; Literary Notices, Popular Miscellany; Notes.

THE FEBRUARY CENTURY.—The February ("Midwinter") No. of *The Century*, the first edition of which is 180,000 copies (the largest number of Centuries ever published), contains—besides such notable contributions as General Grant's article on Shiloh—the beginning of a novel by Henry James, entitled "The Bostonians," which introduces the reader to a characteristic group of the "strong-minded" of both sexes. Mr. Howell's descriptive papers, entitled "A Florentine Mosaic," also begin in this No., with their accompaniment of etchings and sketches. Perhaps the most timely illustrated feature of this No. is Dr. Beers's paper on "Canada as a Winter Resort," with graphic and spirited pictures. Mr. Howell's Novel, "The Rise of Miles Lapham," is continued, and Miss Litchfield's, "The Knight of the Black Forest," is concluded. The "short-story" of the No. is a 10-c story, by Mark Twain, entitled "Royalty on the Mississippi," which, with Kemble's humorous illustrations, covers twenty-four pages of the Magazine. Mr. Steadman writes about Dr. Holmes in his critical series, on the American Poets. With this article is printed a full page engraving of an old daguerreotype of the "Autocrat." Mr. Stillman has a brief illustrated paper on Dutch Portraiture. Poems are given by C. W. Stoddard, Henry Tyrell, Edgar Fawcett, and (in the "Bric-a-Brac" department) by F. D. Sherman and Joel Chandler Harris (Uncle Remus).

EDUCATION for January-February—Contents: Intellectual Training in the Normal Schools. E. E. Long; Normal Schools—their Necessity and Growth. Thos. Hunter; the Æsthetic Element in Education, J. D. Anderson, M. D.; The Spirit of Discipline in Education, II, M. Gréard; A Treatise on Psychology, III., Louise P. Hopkins; Annual Address before the National Educational Association, T. W. Bicknell, President; The Lost Atlantis, Mrs. A. A. Knight; Quintilian's Educational Theory, Drossé; Foreign Notes.

THE NORTH AMERICAN REVIEW for February.—Contents:—How shall the President be Elected? President F. A. P. Barnard; Wm. Purcell, Senator H. L. Dawes, Roger A. Pryor, Senator Z. B. Vance; Holmes's Life of Emerson, George Bancroft; New Departures in Education, Professor G. Stanley Hall; The Certainty of Endless Punishment, Rev. Dr. W. G. T. Shedd; Theories regarding the Sun's Corona, Professor C. A. Young; Shall Clergymen be Politicians, Rev. Dr. H. J. Van Dyke, Jr., Rev. Henry Ward Beecher.

OUR LITTLE ONES AND THE NURSERY has been received from the Russell Publishing Company, Boston, Mass. Price, \$1.50 a year.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Teachers' Salaries.

Many complaints reach this office from teachers on account of failure to receive the salary due them, and we again hear from many quarters that the *shaver* is at his old trade, and that teachers *have to discount* their warrants heavily to get them cashed. This is all wrong; and it is not generally the fault of the men who buy the warrants, for, of course, when teachers' warrants are paid promptly they are at par, and there is no margin of profit for the "shaver." Whilst this state of things exists, there is no reason or excuse for it; the laws governing the school finances have not been changed; they are the same under which the schools have been so successful for the few years past and teachers' warrants promptly paid. And failure in this particular is not due to any new defect in the law but to the *failure* of the proper officers to carry it out. The Auditor, the 17th day of December, 1884, reported, under the Grandstaff or Hinkle law, that the approximate amount due the schools for the present year would be \$610,589.69, and this amount was immediately apportioned to the several counties, and is intended to be used *exclusively* for paying teachers' salaries for the school year. In addition to this, each county has a county school tax which can only be used for the *pay of teachers*. This tax is bound to be collected at the same time that all other taxes are paid by the people, and the superintendents are required, just as fast as there is a sufficient amount in the hands of the Treasurer, to apportion it among the several school districts. This money is paid out upon the order of the district board, and as the said board controls the time when the said money shall be used, it is proper for it to draw upon the funds in hand. We believe it is claimed by some treasurers that they are not required to pay teachers' warrants until they have completed their year's collections. This, of course, is an error; they are bound to pay teachers' warrants when they are presented, if they have the funds in hand, whether drawn upon the State or county fund. But the error is frequently made by school officers in their commendable

zeal to absorb all the State apportionment to prevent it from being returned to the general fund, of drawing *continuously* upon the State fund until it is exhausted. This is wrong, as the fund is not intended to be used in the first four months, but to extend over the school year. Superintendents should see that the treasurers report to them the collections on county school taxes, as provided for in sections 361 and 362, just as fast as they are made, and should promptly apportion the taxes to the school districts. When this is done boards of trustees should see to it that these warrants are promptly paid, *and if* every officer will do his duty, and the teachers will *assist* by refusing to allow themselves to be victimized by the flippant excuse of the treasurer and the *man with the ready cash*, these complaints will cease, because the ground of complaint will no longer exist. When a teacher holds a warrant of a district board or superintendent for salary, it is *prima facie* evidence that the funds are in hand, or should be, to meet it, and it is the duty of the holder of the warrant to present it to the treasurer for payment. If the treasurer states that there is no fund in hand or refuses to pay it, then the holder should cause the warrant to be registered, in order that it may be paid out of the first money collected for that purpose, and if the treasurer persists in refusing to pay it the holder should take the same steps to enforce its payment that he would in the case of a county warrant. But teachers will say, that they had rather discount their warrants than to be bothered, which is natural, but very imprudent, for, of course, the treasurer is pleased with this arrangement as he had much rather the teacher would discount his warrant than to *trouble him*. It is the duty of the school officers to see to it that their teachers are not subjected to either *loss* or *delay* in collecting their warrants, as their salaries are not large enough to allow them to become successful litigants; but if school officers fail in this particular, then school teachers must join hands for mutual protection, and a few suits in the counties, where this disgraceful state of things exist, to compel treasurers to pay teachers' warrants would bring them up to *par*, and relegate the shaver of teachers' salaries to deserved oblivion.

Grandstaff Fund.

The law requires county and city treasurers to settle with the auditor the 15th day of December in each year, and to turn over all

money collected on account of taxes for said year, and in this settlement the auditor to allow the treasurer credit for every teacher's warrant that he has paid under the act approved March 6th, 1882. As the approximate amount due the schools was not reported to this office until the 17th day of December, two days after the treasurer's settlement with the auditor, it is clear that said treasurer could not have presented any teachers' warrants in part payment of his indebtedness for taxes. The act referred to is very emphatic in its language, and provides that all warrants "shall be accepted from such county or corporation treasurer as cash in all settlements for public revenue made by him with the auditor of public accounts, *so far as paid by the warrants hereinafter provided for;*" so that it is seen that the treasurer could not anticipate and hold back what he might think would be needed to pay the warrants due teachers for salaries for the current school year up to December 15th, but was compelled to pay over to the auditor all cash collected by him on account of the State up to that date; for it is provided that "any superintendent who shall issue his warrant to an aggregate amount greater than is provided for by this section, and any *treasurer* who shall pay any warrant upon the State's fund aforesaid, in violation of this act, shall be guilty of a misdemeanor, and fined not less than five hundred nor more than \$1,000." So that it is clear that until the *superintendents* receive the warrants from the auditor they could not draw any warrants in favor of teachers' salaries against the Grandstaff Fund, nor could a treasurer pay any such warrant until the superintendent had deposited with him the auditor's warrant for the amount of money apportioned to the county by the superintendent of public instruction upon the basis of the approximate amount due the schools of the State for the current year. As stated, this report from the auditor was not received until the 17th of December, two days after the law requires the treasurers to settle with him. The apportionment of the fund was made at this office the day it was received, but it is fair to presume that, with the greatest promptness on the part of the auditor, the warrants were not generally received by superintendents until the latter part of December, and there was no way in which they could have caused the money to be retained by their treasurer. The statement from the auditor has been heretofore received in time to enable the warrants to be sent to the superintendents, so that they could apportion the money among the school districts prior to the 15th of December, which, at least, offered a chance for most of the

warrants to be paid before the settlement with the auditor was due; but by the failure of the auditor this year to report in time this was rendered impossible. We, of course, do not know what caused the delay on the part of the auditor in forwarding the approximate amount in time; but we feel certain that in those counties where the treasurers do not collect State revenue fast enough to meet the warrants, after exercising due diligence, if the said treasurers and superintendents will join in a statement of all the facts in the case to the auditor he will furnish the necessary relief.

National Educational Association at New Orleans.

The Governor of Louisiana, Hon. McEnergy, will welcome the members of the committee appointed to attend the International Cotton Exposition at New Orleans, February 24th, "and also the Department of Superintendents of the Association which meets there February 24, 25 and 26. Every possible arrangement is being made by the local committee at New Orleans for these meetings," which will doubtless be both interesting and instructive. Dr. J. L. M. Curry, and many other distinguished men, are to deliver lectures on different educational topics. Superintendents who can should avail themselves of the opportunity of attending the meeting of the department of superintendents.

Conference.

The third annual conference of superintendents bids fair to rival successfully any of its predecessors in point of interest. The exhibition of school-work is a new feature, and judging from the contributions already received it will be a success. Some of the work sent in is surprisingly good.

Outline of Work for County Institutes.

We notice in the December JOURNAL that Editor Fox has commenced the publication of the outline of work lately adopted for the county institutes of Indiana. We commend this subject to the at-

tention of our Superintendents and suggest that steps should be taken at the coming Conference looking to the adoption of a complete plan of institute work for our State. Much of the effectiveness of our county institutes is lost by the want of a well-digested system of conducting them.

Acts Passed at the Extra Session of the Legislature.

STATE FEMALE NORMAL SCHOOL.

Approved August 23, 1884.

1. Be it enacted by the general assembly of Virginia, That section seven of an act entitled an act for the establishment of a State Female Normal school be amended and re-enacted so as to read as follows:

§ 7. There shall be appropriated annually out of the treasury of the state the sum of ten thousand dollars to pay incidental expenses, the salaries of officers and teachers, and to maintain the efficiency of the school: provided, however, that the commonwealth will not, in any instance, be responsible for any debt contracted, or expenditure made by the institution in excess of the appropriation herein made.

BOARDS OF SCHOOL COMMISSIONERS.

In force September 3, 1884.

§ 1. That the general assembly shall quadrennially, commencing at the session of eighteen hundred and eighty-three-four, elect three citizens of each county of the commonwealth, who shall be known as county school commissioners, and shall be and constitute the county school electoral boards of their respective counties. The members of said boards shall go into office on the first day of April next succeeding their election, having first taken and subscribed the oaths of office prescribed by law to be taken by officers of the commonwealth, and shall hold their offices for the term of four years, until their successors shall be duly elected and shall have qualified: provided, however, that it shall be lawful for any of said county school commissioners, who were elected at the regular session of the general assembly of eighteen hundred and eighty-three-four, to

qualify by taking said oaths of office, and to go into office at any time within sixty days after the passage of this act: and provided further, that the qualification and official acts of any of said school commissioners who may have taken the oaths of office after the first day of April, eighteen hundred and eighty-four, and before the passage of this act, shall be, and shall be taken, deemed and held to be as legal and valid as though said commissioners had qualified and taken the oaths of office on or before the first day of April, eighteen hundred and eighty-four.

§ 3. The general assembly may elect said county school commissioners by a joint resolution for that purpose, embracing any or all of the counties of the commonwealth; and the general assembly may, at any regular or extra session thereof, in like manner, fill any vacancies which may have occurred, or may hereafter occur, in any of said offices. Any county school commissioner, so chosen to fill a vacancy, shall qualify by taking the oaths of office prescribed as aforesaid, within sixty days after his election, and shall hold his office for the unexpired term of the office which he was elected to fill.

DISTRICT SCHOOL TRUSTEES.

Approved November 27, 1884.

1. Be it enacted by the general assembly of Virginia, That sections five and six of the act in force February twenty, eighteen hundred and eighty-four, entitled an act to amend and re-enact an act approved January eleventh, eighteen hundred and seventy-seven, entitled an act to provide for the appointment and removal of district school trustees, and to repeal the fourth clause of the seventh section of the seventy-eighth chapter of the Code of eighteen hundred and seventy-three, be amended and re-enacted so as to read as follows:

§ 5. The said county board of school commissioners shall have power, and it shall be their duty to declare vacant, and to proceed to fill the office of any trustee in their respective counties who fails to qualify, and deliver to the secretary of the board his official oath in the usual form within thirty days after he has been notified of his appointment; which notification shall be promptly given by the secretary. The board shall also vacate the office of any and every trustee who fails to discharge the duties of his office according to

law. In order that the said board may properly determine whether any such trustee has discharged his duties according to law, it shall have power to issue summons to witnesses to appear before it, and to require the said trustee, or the respective district board, to produce before it all of the books, records and papers of said district board. The chairman of the said county board of school commissioners shall have power to administer an oath to any person summoned or appearing before it as a witness.

§ 6. Any member of the said board may call a meeting by notifying the other two. All proceedings shall be recorded in a bound volume, and such record book and postage and stationery as may be necessary shall be paid for from the county school fund: provided the cost of the same shall not exceed five dollars in any one year. The county superintendent of schools, as the clerk of the county school electoral board, as composed under the act approved January eleventh, eighteen hundred and seventy-seven, is hereby required to deliver all the records, books and papers in his custody as such clerk, to the secretary of the said county board of school commissioners. It shall be the duty of the secretary of said board to furnish the board of education, and the superintendent of schools for their county, with a list of school trustees, and such other information as may be called for.

EXAMINATION OF TEACHERS.

Approved November 27, 1884.

1. Be it enacted by the general assembly of Virginia, That it shall be the duty of the county superintendent of public free schools for each county and city in this state to examine all persons applying for license to teach in the public free schools, and if satisfied as to their capacity, acquirements, morals and general fitness, to grant them certificates of limited duration, subject to revocation for good cause; all to be done in accordance with directions from the superintendent of public instruction.

2. That each superintendent of schools shall hold examinations for those who desire to teach school in his county or city for the current school-year, in each school district in his county or city, at such times and places as may be prescribed by the district boards, and after due notice of the same, and the said superintendent shall always

examine for a teacher's license when required to do so by any district board of trustees.

3. Any superintendent of schools failing or refusing to perform the duties required of him by this act shall be fined not less than fifty nor more than five hundred dollars.

RIGHTS OF TAX-PAYERS TO SEND CHILDREN TO CITY SCHOOLS.

Approved November 27, 1884.

1. Be it enacted by the general assembly of Virginia, That an act to amend and re-enact an act entitled an act to secure to the tax-payers in cities and towns the right of public school education for their children, approved March seventeenth, eighteen hundred and eighty-four, be amended and re-enacted so as to read as follows :

2. That it shall be lawful for any person who is a tax-payer and citizen of Virginia, in any town, county, or school district of the commonwealth, and who is not a resident of said town, county or school district, to send his children to any public free school in said town, county or school district, subject to the laws regulating public free schools in said town, county or school district, as though said tax-payer resided in said town, county or school district. And any guardian who is a tax-payer for his ward, or wards as aforesaid, shall be entitled to the privileges above named for his ward or wards, if citizens of Virginia: provided that children, whose parents or guardian do not reside in any city of the commonwealth, shall be received into the public schools of such city only upon such terms and conditions as may be prescribed by the school board of such city.

3. This act shall go into effect on the first day of July, eighteen hundred and eighty-five.

VIRGINIA NORMAL AND COLLEGIATE INSTITUTE.

Approved December 1, 1884.

§ 1. Be it enacted by the general assembly of Virginia, That the president, secretary and faculty of the Virginia normal and collegiate institute, shall be required, during each and every year, to conduct a summer session of eight weeks for the benefit of the colored teachers

in the public schools of this state, and those who expect to make teaching a profession; said summer session to commence on or about the first day of July, and not later than the tenth of the said month in each and every year. The day above named for the commencement of the said summer session to be fixed by the superintendent of public instruction, and the said session to continue for eight weeks. During the said eight weeks such branches shall be taught as the board of education shall prescribe.

§ 2. The president of the said normal and collegiate institute shall be appointed by the board of education for a term of three years from January the first, eighteen hundred and eighty-five, at such salary as said board of education may determine: provided such salary shall not exceed fifteen hundred dollars per annum, and no instructor shall receive more than one thousand dollars per annum. This shall not include rooms in the building. The president, with the approval of the board of education, may so divide the faculty as that a part of them may relieve the others from the class-room during the aforementioned eight weeks summer session. The board of education shall appoint a secretary to the board of visitors, who shall attend the regular meetings, and shall perform such duties as may be determined by the state board of education, and shall make an annual report to the general assembly. He shall receive such reasonable compensation for his services as the said board of education may determine.

§ 3. The annual salary paid the instructors in the said normal and collegiate institute shall be regarded as covering the time in which they are engaged in giving instruction in the said summer session: provided that this shall not prohibit the superintendent of public instruction from employing competent and skilled normal school lecturers to assist the regular faculty in conducting the said summer session, or from supplementing the salary or salaries of the said faculty from any funds which may be at his disposal for the purpose of conducting normal institutes.

§ 4. When any county or city superintendent of schools shall be notified of the time of the commencement of said summer course, he shall notify all the colored school teachers in his city or county, and said teachers shall be required to attend said summer course at least one session in every three years, except prevented by sickness; and should any teacher fail to attend one session, or any part of said summer course for three consecutive school years, then the county super-

intendent shall revoke said teacher's license, and he shall not be allowed to again enter the profession as a teacher until after he or she shall have attended at least one session of said summer session of instruction, unless excused by the board of education.

§ 5. The teachers in attending such summer session may occupy the rooms of the school, and in all respects have the same accommodations as the regular students have during the regular course of instruction, and subject to the rules and regulations made for their government by the board of education. They shall receive certificates for proficiency and attendance, and such other marks of distinction as the board of education may think proper and by rules establish.

§ 6. The charge for board shall not exceed eight dollars per month while attending said sessions, and should it exceed that sum the deficiency shall be paid from the annuity fund of this school.

§ 7. All the normal school buildings and the regular employees shall be at the disposal of the board of education for this purpose during the above mentioned eight weeks, without additional cost, except that nothing herein shall be construed to prevent the superintendent of public instruction from using any money at his disposal to further and promote the objects of this course of instruction among the colored teachers in any other part of the state: provided that state school funds shall not be used for this purpose.

2. In all matters with reference to the Virginia normal and collegiate institute, the board of education shall approve the same to make them valid, and the said board of education is hereby made responsible for the proper management of the said school in all of its departments. This shall apply to all matters of the erection of buildings, the appointment of teachers, and all other matters, as well as to the summer session, for the public school teachers.

3. The board of visitors shall in all matters act under the direction and supervision of the state board of education, and for any failure to do this they may be removed by the board of education.

4. All acts and parts of acts in conflict or inconsistent with this act are hereby repealed.

SCHOOL LAW OF VIRGINIA.

(Continued from page 40.)

130. It shall be lawful, and authority is hereby given to the supervisors of the county, to levy a tax on the roadway and track, depots, depot grounds and lots, station buildings, and other real estate of a railroad company, and its telegraph lines, whose line or lines pass through such county. Such tax shall be equal to the tax imposed upon other property for county and school purposes, and based upon the assessment per mile of the roadway and track made by the state for its purposes.

SCHOOL TAXES; HOW ASSESSED AND COLLECTED.

Duty of commissioners of revenue and auditor.

131. All taxes imposed for public free school purposes, whether by the state, or by or for any county, or by or for any school district, shall be assessed at the same time, and in the same manner, as are state and county taxes for ordinary purposes; and in any county or district where such tax has been levied by the board of supervisors of the county, it shall be the duty of the commissioners of the revenue therein to assess and enter such tax in the copies of their land and property books which they return to the treasurer of the county.

132. Where two or more school districts are included in the same commissioner's district, it shall be duty of the commissioners of the revenue, when they assess and enter the school tax in their land and property books, to keep separate the tax for each school district, indicating by name or number the district wherein the property is taxed. It shall be the duty of the auditor of public accounts to have the land and property books of the commissioners of the revenue prepared with three columns, one for entering the county school levies, one for entering the district school levies, and the third for entering the name or number of school district wherein the property is taxed.

SCHOOL MONEYS; HOW RECEIVED AND DISBURSED.

County treasurer to collect taxes; his duties and compensation.

133. All school moneys to be disbursed in any county shall be received, kept and disbursed by the county treasurer thereof, subject to similar responsibility as in case of other funds by law committed to him. It shall be his duty also to receive and collect all taxes levied or ordered by the board of supervisors of his county for public free school purposes therein, at the same time and in the same manner, and subject to the same provisions, regulations, restrictions and penalties, as are or may be prescribed by law for the receipt or collection of county taxes and levies for other and ordinary purposes. He shall keep the district funds in separate accounts from those of the state and county; but his books shall show whence and on what accounts the moneys were severally derived, and by what order, on what account,

and to whom the disbursements were made. He shall make disbursements only in pursuance of an order or warrant, in writing, from the proper authority, in manner and form as in this act prescribed. For receiving, collecting and disbursing taxes or levies imposed for and by counties or school districts, he shall be entitled to the same commissions and compensation allowed him by law for receiving, collecting and disbursing county taxes or levies, and for other ordinary purposes. His compensation for disbursing moneys apportioned to the county from the state funds, for public free school purposes, shall be a commission of not exceeding two per centum upon the amount thereof, to be fixed by the county school board.

To pay to the public free schools the money set apart by the constitution and laws for their benefit.

134. The auditor of public accounts, immediately upon receipt of the land and property books of the several commissioners of the revenue of the commonwealth, to make a calculation of the gross sum of all the funds applicable to public free school purposes for the ensuing year, of which amount he shall report ninety per centum thereof to the Superintendent of Public Instruction as an approximate basis for distribution, whereupon said Superintendent of Public Instruction shall at once make out and furnish to the auditor of public accounts a distributive statement of the amounts due the several counties and corporations in the state upon this approximate basis. Upon receipt of such statement, the auditor of public accounts shall issue his warrant upon the treasurer of the state in favor of the superintendent of each county or corporation, for the amount which each county or corporation is entitled to receive under said statement, which warrant, when endorsed by said county or corporation superintendent to the treasurer of his county or corporation, as hereinafter provided by the second section of this act, shall be paid by the treasurer of the state, or shall be accepted from such county or corporation treasurer as cash in all settlements for public revenue made by him with the auditor of public accounts, so far as paid by the warrants hereinafter provided for.

135. The superintendent of schools of each county or corporation shall, upon the receipt of such warrant, endorse the same to and deposit it with the treasurer of his county or corporation, taking his receipt therefor, who shall enter the same upon his books as a credit to said superintendent of schools.

136. All warrants drawn by district school boards of trustees upon the public school fund of the state as now provided by law, shall, if approved by the county or corporation superintendent, be taken up by him, and his own warrants issued therefor, which shall be paid by the treasurer of the county or corporation out of any state funds collected by him. The county or corporation superintendent may issue his warrants in such sums, not less than five dollars, in which case the warrant shall be for the amount due as will best suit the convenience of the payee; but in no case shall he issue his warrants for an aggregate amount greater than the warrant received by him from the auditor of public accounts, nor shall the county or corporation treasurer pay any warrant upon the state fund unless issued by the superintendent of his county or corporation, nor an aggregate amount greater than the said superintendent has credit for. Any superintendent who shall issue warrants to an aggregate amount greater than is provided by this section, and any treasurer who shall pay any warrant upon the state fund aforesaid in violation of this act, shall be guilty of a misdemeanor, and be fined not less than five hundred nor more than one thousand dollars.

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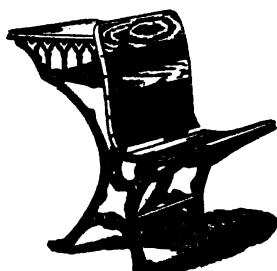
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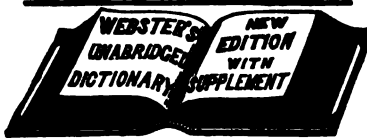
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No. 3.

Moral Training in Common Schools.

It has always been customary to view the public school as having a distinctly moral purpose. "Without exerting or ripening into ethical potency," says Dr. Stanley Hall, "knowledge is not power, but weakness, and is nearly as likely to arm the bad as the good elements of the soul and of society." This idea meets us constantly in the expression of statesmen and philosophers with reference to the schools and in the laws and regulations by which their work is defined, but at the same time the question is also constantly arising whether the purpose of the schools in the moral development of the people is to be accomplished by a set effort in that direction or is to be expected as one of the results of intellectual training. Whenever the latter view prevails, there is a disposition to limit the schools exclusively to the work of a narrow, intellectual drill and to imparting such elements of knowledge as are required for ordinary business purposes.

Against this tendency there is at present a strong protest in all countries, so that we find ourselves in accord with the best thought of the day in affirming that moral training must be treated as a distinct part of the work of the public schools. Until recently it has been left to the chance effects of the necessary discipline, combined with those vague and too often wearisome talks about conduct, that serious-minded adults generally feel it their duty to inflict upon the young. This sort of effort is as far as possible from any pedagogic ideal of training. What such an ideal requires as a method of moral training is illustrated by the practice of teachers who have achieved success in this particular.

Perhaps the most striking instance of the kind is the work of Dr. Arnold, at Rugby. Readers of *The Life and Letters of Dr. Arnold*, by Dean Stanley, cannot fail to perceive that in his administration of the school the great master exemplified all the virtues that he form-

ally inculcated. The conditions of Rugby were widely different from those of country day schools; nevertheless, in the latter also it will be found that the union of example and precept is essential to effective moral training. We cannot recall the name of Arnold without remembering that he brought to his work rare talents. He had a perfectly clear notion of what constitutes the moral quality of actions and the advantage of a settled belief in the system of Christian ethics, while his study of philosophy and history, as well as his observations of men, enabled him to understand the motives which control human actions, the standards by which those actions are to be judged, and the sort of action that is right in the several relations of life.

It is useless to expect such high qualifications in ordinary teachers. Their opportunities for acquiring knowledge, their observations of life, are limited; they must take their notions of ethics and of the means by which the consciences and the conduct of pupils may be improved largely at second hand; hence arises the need of definite and detailed directions to guide teachers in this important part of their work.

The teacher who examines himself with reference to the subject is likely to discover that his notions of what is right or wrong or possible for a child are formed in part from his conviction of what is right or wrong for himself and in part from the effect that the child's acts have upon himself in respect to irritating or interfering with him. He will probably be forced to admit that he confounds the inexpedient with the wrong in his discipline, and if he asks himself in all sincerity "How shall I develop the moral susceptibilities of the child, how improve his conduct?" he will be unable to answer, from simple ignorance of those mental states and processes that determine conduct and character, viz., feeling and will.

So many teachers have made such acknowledgments to me that I am satisfied earnest self examination generally results in a teacher realizing the need of particular preparation for this part of his work and puts him upon the search for the means of such preparation. The standard works upon moral philosophy are profitable reading in this connection.

Here again, also, I would call attention to Sully's *Psychology*. It is a large book and a profound book, but I know of no work that discusses matters more clearly and intelligibly to the ordinary reader, and none in which the endeavor has been so successfully made to show the bearing of what is known about the phases of the mind upon the practical work of education.

The section on the cultivation of emotion, following the discussion of simple feeling, chapter 11; on the training of the moral faculty, following the discussion of the complex feelings, chapter 12; on the training of the will and the active organs, following the discussion of the will, chapter 13; and on the conditions of discipline, following the discussion of complex action, chapter 14, are exactly what most teachers need as a means of indicating how the knowledge of mental phenomena is to be applied in the moral culture of children.

The closing paragraphs of the last named section are so discriminating in reference to the scope and limitations of the teacher's power in the matter of moral training that I cannot resist the inclination to quote them entire :

DISCIPLINE OF THE HOME AND OF THE SCHOOL.

The home is the garden of moral character. If the will and moral character are not nourished and strengthened here, they will fare but ill when transplanted into the more artificial surroundings of school life. In the home the whole life is in a manner brought under the supervision of the educator. Not only so, the strong and close affection which grows up between the parent and child gives a unique character to the home discipline. On the one side, the mother is solicitous about her charge as the teacher cannot be, and is far better able as well as much more strongly disposed to study his moral peculiarities. On the other side, the child's feeling of dependence and his love are strong forces tending from the first in the direction of obedience. Here then the foundations of character have to be laid if they are to be laid at all. The relations of home, moreover, serve to bring out and exercise all the moral habits; not only the rougher virtues of obedience, veracity, the sense of right and justice, &c., but the more delicate virtues of sympathy, kindness, and self sacrifice.

Contrasted with this the discipline of the school has but a very restricted moral effect. The immediate object of school discipline is indeed not moral training at all, but rather the carrying on of the special business of the school, namely, teaching. Incidentally the management of a school necessarily does subserve moral education, calling forth habits of obedience, orderliness, industry, deference, &c. And the teacher is expected to make the best of his opportunities for training the will and forming the character of his pupils. The limitations here are obvious. The first is the restricted range of life brought under the master's control. School occupations are a kind of artificial addition to the child's natural life, and offer but little play for his characteristic tastes and inclinations. Again, since the teacher has to do with numbers there must necessarily be wanting the aid of those moral forces of close individual sympathy and strong personal attachment which play so important a part in home discipline.

These defects are, however, made good to some extent by the presence of a new agency in the school, namely, that of public opinion. We have already touched on the effect of this in shaping and giving strength to the growing moral sentiment of the individual. To this must now be added that the existence of public opinion, of

a mass of corporate feeling on the side of order and right conduct, is a powerful force working in the direction of good conduct. Such a body of sentiment may, indeed, be said to be, in these days at least, a necessary support of the master's authority. It is to the schoolmaster what public opinion is to the ruler of a state. School experience familiarizes the mind of the boy with the fact that he is a member of a society; that the command to be brave or truthful is enjoined by the voice not of an individual but of a community. In this way he learns to regulate his actions by a reference to a social law and a common rule of conduct.

The effect of the ideal school régime, the master removed at a certain distance, inspiring a feeling of awe, the little society of the school sustaining his authority and following out the principles and spirit of his discipline even in the playground and in his absence, is to cultivate a certain type of moral character which is in a manner supplementary to that specially cultivated by home surroundings. The mind acquires a manly tone of self reliance, and the severer virtues, obedience and respect for law, courage, ambition, sense of honor and of justice, are nourished. Where this régime is happily favored by the presence of a fine and admirable personal character in the governor and of a healthy and lofty public spirit among the governed, it is capable, as we know, of doing much to mould the permanent character.

INSTRUCTION BY CONVERSATION.

The teacher who cultivates the art of conversing with children will find this a great power in their moral training. Occasional and apparently impromptu talks, growing out of occurrences in the school room or on the playground, pointed by allusions to history or apt passages from literature, are often wonderfully impressive. I recall at this moment an incident on the point in the life of Sir Charles Reed. "His first movement towards religious decision, he was wont," says his son and biographer, "to trace back again to one Sunday evening when his mother had been speaking about his future course and asking what he meant to be. She read to him the account given by Bunyan of the Interpreter's house. 'So he led him into a private room, and bid his man open a door; the which, when he had done, Christian saw the picture of a very grave person hanging up against the wall, and this was the fashion of it: it had eyes lifted up to Heaven, the best of books in his hand, the law of truth was written upon his lips, the world was behind his back. It stood as if it pleaded with men, and a crown of gold did hang over his head.' This picture was henceforth stamped upon the boy's mind. Forty years after, in addressing a congregation of children, he said that it was that evening spent with his mother that witnessed his earliest resolve to be like the man whose picture hung upon the Interpreter's wall." In this connection should be mentioned a little book published in 1856, entitled *Elementary Moral Lessons for Schools*

and Families, by M. F. Cowdery, superintendent of public schools, Sandusky, Ohio. The idea of the book is excellent, but it consists too largely of incidents in the lives of unknown persons narrated by unknown authors. Similar incidents drawn from history or the writings of authors who employ a vigorous, lively style would be more effective.

MANNERS.

It is safe to assume that where the entire organization of the school is adapted to produce a bracing moral atmosphere around the pupils rude manners will not be fostered. The extent to which politeness shall be made a matter of formal instruction depends upon circumstances. I have known teachers who went so far as to teach their pupils the niceties of conventional etiquette, and with excellent effect. In such a shifting state of society as our own it is impossible to foresee what may result from so simple an experiment. Of Andrew Crawford, a teacher whose instruction Abraham Lincoln once enjoyed, it is recorded that "in addition to the ordinary branches of education he also taught manners. One scholar would be introduced by another, while walking round the log school room, to all the boys and girls, taught to bow properly, and otherwise acquire the ordinary courtesies of life." This advantage was evidently not thrown away on the future President.—*Improvement of Instruction in Rural Schools; Circular of Information, published by the Bureau of Education.*

Diversions in School Work.

BY MISS MANTIE E. BALDWIN.

No matter how wide-awake and enthusiastic a teacher may be, the routine of the school-room sometimes becomes monotonous to both teacher and pupils. At such times, it is well to vary the usual program by introducing some exercise to divert the minds of all. This diversion should be something that is practical and necessary for the pupils to know. Something that belongs to the stock of general information which every person must accumulate during his course through life.

The diversion then, has a two-fold object: first, to secure rest or change, which *is* rest in the real sense of the term; and second, to teach some one of the valuable *little* things so necessary to be known.

This diversion should be brief, occupying not more than five or

ten minutes time ; and it should be one in which every pupil will take an interest. It requires care and tact to know just what diversion to present at certain times. It would be well to guard against introducing them too frequently. The regular program should not be broken in upon except in cases where circumstances seem absolutely to require a change. In order to secure prompt attendance and to prevent tardiness, these diversions may occasionally be given in the morning at the opening exercises. Not every morning, however, as even the diversion may cease to interest ; but at irregular intervals when pupils are least expecting anything of the kind. Those who are tardy will find, to their regret, that they have missed something interesting and will be stimulated to be regular and prompt in the future, that these bits of novelty may not escape them. On some rainy day perhaps both teacher and pupils may feel dull and spiritless, and the regular work will drag heavily along. Set aside the program for a few minutes. Give attention to some exercise wholly different, and enter vigorously into it. Then, after this brief interval resume the usual work. All will feel greatly benefited by the little variation and will take up the usual work with renewed vigor.

These variations may serve still another purpose. The teacher may desire to introduce composition in some one of its many forms. If this be the case, no pleasanter or more successful plan can be pursued than to give a short preparatory exercise at a time when the grammar classes usually recite. In this case, however, it might be well for the teacher to be discreetly silent as to the real object of this diversion. Pupils may often be brought into active composition work, without being aware that it is such, and thus the usual difficulties in the way of introducing this necessary subject may be overcome. A few of these diversions will now be briefly given. The fertile brain of the teacher can readily devise many more.

1. *Measurements.* Have each pupil tell how far he thinks the ceiling is from the floor. Put these numbers in a column on the blackboard. Then have one of the oldest and most careful pupils actually measure the distance. Compare the estimated distance with the real, to see how correct the judgment of the pupils has been. It is astonishing and amusing to see what widely different estimates will be made, and how few will form a correct idea of distance in any direction. Have them give the circumference of some tree near the school building. Then let one actually measure it, after which compare figures. In the same manner give the length of the school-room, the width of the windows, the length and breadth of the school-

yard, the circumference of the stove-pipe, the height of a pupil, or of the teacher, etc. Training pupils in measuring with the eye helps them greatly in forming correct judgments with regard to things about them. The same plan may be pursued with regard to quantity; as of wood or coal, water, etc. Also comparison of distances.

2. Clock face. Little people need to be taught how to tell the time of day, and to learn the value of minutes and hours.

For them, then, the teacher may present several devices by which this may be learned. The hour and minute hands may be readily moved to any position on the dial and, at each change of position, the teacher may require one of the pupils to tell the time indicated. In case there is no clock in the school-room, a dial can be drawn upon the board. Let the older ones at the same time obtain answers to such questions as these: At what time between 7 and 8 o'clock will the hour and minute hands be together? or opposite? or at right angles?

Or, comparison of time at different places; as, it is noon here, what time is it on the opposite side of the globe? or at a point half way between? Numerous other similar exercises might be given, but the teacher can devise these to suit the needs of his pupils.

3. Reading. The teacher may, in the course of his reading, find a story or an article which he would like to have his pupils enjoy with him. This may serve two purposes. Perhaps he may have in his school a pupil who is addicted to some bad habits; or a spirit of insubordination or discontent or laziness may be creeping into the school-room; or he may wish to inspire the pupils with nobler aspirations and to prompt better impulses. In any one of these or similar cases, the reading of some article may produce the desired effect. Sometimes it may be well to have one of the pupils bring in something he has found, and let him read it to the school, and let him comment on it. After such an article has been read, it may be well to have the entire school engage in a general talk about it; or it may be better to say nothing, leaving each one to draw from it what benefit he can.

4. Recitation. In place of the regular recitation in reading some morning, the teacher might recite to the pupils some exercise, either in prose or verse. This should be a well-chosen article, something new to the pupils, and which they are sure to appreciate. Or, he may privately prepare one of the ablest of his pupils to give it, and on a dull morning when the lesson seems so familiar to the class that it is almost humdrum, he may surprise them by asking this pupil to

recite for them the exercise previously prepared in private. Little surprises of this sort are a source of delight to the young and old.

Both in the third and fourth diversions it is profitable to tell the pupils the most important facts concerning the author of the selection under discussion.

5. Just before school is dismissed in the evening, ten minutes may occasionally be profitably spent in having each pupil, old and young, give some favorite quotation; a word, or line, or passage he has somewhere heard or read. The author's name should, if possible, be given. This will teach the pupils to be observant, and give them a fondness for gleaning in the fields of literature.

6. Let each pupil prepare a brief report on some eminent character, and at some time when desired give this report to the school. Or let them tell what they can concerning some useful invention; as the plow, the sewing machine, etc. Or let them briefly describe some city, telling for what it is noted. Or some occupation or branch of industry, as plowing, mowing, churning, sewing, sweeping, etc.

It is not well to introduce these diversions just for fun's sake, though often much legitimate amusement may be derived from them. Still each exercise that is brought into the school-room should be of a nature to improve and to instruct the pupils, and better fit them for active duties in life.—*Northern Indiana School Journal.*

The Four School Arts.

When progress has been made in any science or philosophy it is necessary to attempt a re-statement of fundamental truths. They must be brought into accord with current views, not by rejecting the former statements, but by remodelling and enlarging them. For a whole philosophy flows out of these fundamental formulæ; and when they relate to practice there is an unconscious shaping of conduct according to the felt logic of them. Hence the great value of a right statement.

Elementary education is making great progress. Never was so much attention given to its processes or so general a discussion of its proper purposes and results as at present. The discussion is much wider than the school-teaching world. Men of literature, politicians, philosophers engage in it. Expansions of school work are called for in the interest of science, of art, of manual labor, of morals. It will not be out of place, therefore, to attempt to re-state some of

the fundamental purposes of this education in such a way as shall be consonant with the best thought of the present time, and shall tend to reinforce their importance, not against but among the contending claims.

Let us say, then, that the great work of elementary education is to induct the young into four great arts. Now, an art is learned by practice. This is an important truth, but only a half-truth. Its complement is that the practice must be intelligent. This intelligence will not come from the learner but from the teacher, whose constant business it is to show the pupil how to do. It is the skilled workman guiding the apprentice so that his practice will bring forth the best skill. Doing may make a bungler; it is intelligent practice that makes the good workman.

The four arts may be stated thus: 1. The art of getting accurate and available knowledge from things about us,—we may say more briefly, the art of using our own senses. 2. The art of expressing clearly and systematically what is learned. 3. The art of getting out of books what is in them. 4. The art of using numbers skilfully. These arts are of such prime necessity to every civilized being that the community is justified in insisting that every child shall acquire them; and the elementary schools are created primarily to impart them.

It is a true instinct which, from the earliest times, has made the third the most esteemed and indispensable. Once mastered, the child may be his own instructor. He is given the key to the storehouse of human knowledge, which contains treasures he is utterly impotent to acquire for himself by any other means. We react at present against book-learning, because we have been content to teach how to read, instead of attempting the larger and more fruitful art of getting out of books what is in them. It is the height of educational folly to turn away from books because our own unskilled workmen have misused them.

The first of these arts, which seems the most fundamental, is the one that has come latest into the schools, and as yet we are all clumsy workmen at it. It came in late because nature unaided does so much first. Her processes, are, however, hap-hazard and disconnected. How to look at a thing analytically and with tolerable completeness, so that the consciousness shall play about it long enough for it to become deeply interesting and suggestive is an art capable of being taught by a skilful workman. It is learned like other arts, by doing it under intelligent guidance. Notwithstanding

the wretched machine work and formalism which has reigned in the attempt to introduce it, some real progress has been made. When the real teacher comes he makes it an inspiration.

The second art is the natural and necessary adjunct of the first. The use of the senses gives knowledge when their results are made definite and suggestive by language. When shall we learn that language is a means and not an end, and that proper power with it is acquired by using it for its proper end—to body forth a mental product? What dreary drills our little ones suffer in the effort to beat in upon them prematurely grammatical distinctions, and grammatical rules! A child does not want rules. They are a lingo to him—mere farrago which he says over to be counted out. He gets little more profit out of artificial sentences, with whose parts he plays fox and geese to oblige the teacher. He learns to talk most when he talks his own thought. He tells what he has a real interest in, and is guided patiently to put his thought into a complete and proper sentence; then in time into a little paragraph which he builds under apt suggestions; and finally into fairly complete description. Such work is real, vital. It forms the power of speech in him, the power of observation, the power of systematic thought. It is the sort of preparation which he needs for life—to write a letter, or conduct a business, or make a man of science or of letters. Knotty drills on *this* and *that*, *these* and *those*, are pedagogical pop-gun fights, chiefly valuable to entertain the beholders.

Drill in expression, however, is broader than this. It becomes complete, accurate, lasting when written "Writing maketh an exact man." It also makes a permanent effect upon a young pupil. What a clumsy, all-in-a-heap effort to develop constructiveness the ordinary school composition is! A dreary task

"Of dropping buckets into empty wells,
And growing old with drawing nothing up."

Step by step this constructiveness is developed as ideas and words to express them are gained, if the guide knows how to shape the efforts of the young learner so that he can first tell something he has a real interest in and then put it down upon paper. Drawing is another form of expression. If it is little used, even by those who are trained in it, this is because, again, the training is far away from their own mental life. Somehow we must allow the child—we must guide him rather—to use it early and often as an instrument for expressing himself, if we would give it a real place among the arts he knows and uses.—*Intelligence.*

What to Teach.

What the teacher should teach is often discussed, and we may say with truth that the conclusions are usually wide of the mark. We should say teach the pupils what he needs to know when a man independent of Grube's method, or modeling continents out of clay, or the reasons for inverting the terms of the divisor.

In the first place teach the child to be clean. When you have taught him that his neck, ears and feet require frequent cleansing, and that his hair should be neatly combed, and that his nose should never present the appearance of a fountain in full play, you have taught him one great principle of life and truth. You have given him a liberal education. But perhaps you have not taught him how to say the multiplication table backwards, nor to parse an infinitive, nor even to bound every country in South America. Still in spite of this you have done a good work and one that will tell. He will rise up some time and call you blessed. Therefore when your pupils come to school with strata of dirt—the accumulation of periods varying in length—upon his hands and face, with unkempt hair, with unblackened boots, with clothes covered with mud and lints, and the samples of sundry and various dinners, in the shape of grease spots upon the jacket, with a dirty collar, and, worst of all, unbrushed teeth, talk to him; tell him how necessary it is that an immediate change should be instituted. Of course this will be done privately and with all the tact and skill at command. The child himself will become interested in the reform, and in the beneficial change that follows will develop unexpected power of learning, and a degree of teachableness that will repay any amount of trouble. I say this should be done privately, and with a kind tact. I do not think that it will ever fail to accomplish the purpose, but if it should fail—most improbable and impossible—with soap, water and a towel, teach the individual by an experimental lesson what you mean. So then we may say that a familiarity with the virtues of that great civilizer—soap, an acquaintance with the much neglected toothbrush, should be one of the prime lessons you are to teach. After the pupil has learned how to become clean and how always to stay so, *then* dear teacher, *then* you may teach him Grube's method and the inverted multiplication table, and God speed you in your good work. To any skeptic let me say, go into any large school room where from thirty to fifty children congregate, and then tell me if the subject of personal cleanliness should be neglected.

Teach pupils to be polite. I admit that the boy from five to seventeen years is usually as interesting a savage as one will find, but he can be tamed. Oh yes, and be as polite and well-bred and as gentlemanly as you please to make him. Teach him the importance of "please," "I beg your pardon," "thank you," "excuse me." Let him know that it is extremely rude to interrupt conversation—that it is bad manners to pass before people, that it is proper to eat with a fork, and that food should not be gulped down in chunks and bolts; above all teach him respect and reverence for old age that is so charming in young people—and alas, so very, very rare in this great republic where the elementary idea of life is "I am as good as he is." But you say, this is not the teacher's work. This should be taught by parents. I say it *is* the teacher's work. That it should be taught by parents does not affect the matter. Usually it is *not* taught by parents if we may judge from appearances.

Teach, so far as you can, purity, in thought and speech. Teach that it is better to be an honest, respectable member of society than to have any fame, any position in other than an upright way.

Then, teacher, teach your studies, in the best way you can. Get the most work from your pupils that you can, and you will be doing a good work and one that will bring its own reward.—*Central School Journal.*

MOST teachers do not read enough. They do not realize how much help they could get from reading a few good books. They worry along through an entire term with a few vexatious questions of teaching or school management when a few hours reading might clear up all difficulties. Teachers frequently lose positions, or are unable to get any except the most unsatisfactory ones when by the careful study of two or three books, they could so improve themselves as to be able to secure good position. Economy in preparation is extravagance in results both in financial and educational points of view.—*Iowa Teacher.*

How many of our people know how to rightly interpret a map? To many of them it is a piece of parti-colored paper stretched with lines and sprinkled with dots. Thus the representation of the great Mississippi river may be to the child nothing more than a crooked, irregular line. He fails to comprehend this line as the representation of the greatest artery of a continent, pouring a mighty volume of water through a channel thousands of miles in length, with a set

of tributaries aggregating tens of thousands of miles and bearing on its bosom the millions of internal trade. By rightly interpreting this black line on the map the child gets an idea of one of the great organisms of a mighty continent. If it is a black line and nothing more, it might as well be naught.—*School Education.*

How to Assign a Lesson.

Did you ever assign a lesson to a class without knowing just what was in the lesson ; whether it was easy or difficult, long or short ? Few teachers there are, who have not made the blunder of assigning a lesson, the contents of which they knew as little almost as the pupils. A teacher may be thoroughly conversant with the whole subject matter of a text-book and still make this mistake because he may not be acquainted with the particular amount of difficulties of the matter embraced in the book from page 65 to page 70, or in chapter 11, etc. The text-book may also be a new one. Hence the necessity of a teacher looking over the field of work in each lesson in advance before assigning it. Then the teacher should have some definite object in view in assigning each lesson—every lesson should have a point, and that point should be kept to the front in plain sight. If the teacher assigns lessons aimlessly, the pupils study them aimlessly, and recite them aimlessly. The teacher will not have a clear idea of the meaning of the lesson, and, of course, the pupil will not. If there is one thing more than another which teachers lack, it is definiteness of idea, of plan, of aim, in methods of teaching. It has been written that “whether we are to paint a picture, build a house, teach a school, bake a biscuit, the first condition is to have a definite idea of what we wish to do.” This is true in assigning lessons to pupils. The pupils should study each lesson with the points in view which they wish to know. The pupils should launch out upon the sea of each new lesson, with the haven in view to which they may steer their bark of investigation. If the lesson is assigned without its difficult objects being pointed out by the teacher the pupils will drift over a troublesome sea with no port in view ; if they ever do reach *terra firma* it is only a blunder. Every lesson should have a point ; the teacher should look for that point before time to assign the lesson ; then he will be able to set the pupil out on the royal road to know the essential point. Much of success in school work depends on success in recitation methods.

A method of assigning lessons is an essential feature of success in the recitation.—*Normal Monthly*.

Outline of Work.

FOR COUNTY INSTITUTES IN THE STATE OF INDIANA.

GEOGRAPHY.

Some of the Oral Instruction Preceding the Use of a Text-Book.

1. Train the perceptive faculties of pupils with reference to the features of immediate surroundings.

2. Teach the pupils to represent those features in simple maps. In the construction of these, consider (a) direction, (b) distance, (c) contour, and (d) position of localities to be marked.

3. Having thus constructed maps representing familiar scenes, reverse the operation by teaching the interpretation of other maps—of the county and State.

4. Teach the representation of cities and towns, railways, streams, etc., by appropriate marks, and the interpretation of similar marks on maps.

5. For the subject of maps, observe the following order :

a. The school grounds.

b. The immediate vicinity.

c. The county—locating principal towns, streams and roads.

d. The State—locating capital, principal cities and rivers.

6. These, especially the last two, may be drawn upon scratch-books, and finished with red and blue pencils.

(*Suggestion*.—The Institute instructor should draw and request the members of the Institute to copy simple outline maps of the county and State, suitable to the above work.)

7. In conversations adapted to the ready comprehension of the pupils, the teacher should accompany the map study with descriptions of the county and State—scenery, modes of industry, sources of wealth, and institutions of various kinds.

8. The following topics should be taught orally, the pupil copying with a pencil into the scratch-book containing his maps the definitions briefly stated. N. B.—This work is designed for small pupils, and should be accomplished slowly :

First.—Divisions of land : continents, islands, peninsulas, isthmuses, capes, deserts, hills and mountains, volcanoes.

Second.—Divisions of water : Oceans, seas, gulfs and bays, channels and straits, ponds and lakes, rivers.

9. The teacher should strive to make his talks upon these subjects entertaining, interweaving with the general descriptions short anecdotes and particular accounts of a few representative places, to illustrate the definitions.

10. Class work with a text-book, following the oral work.

a. Manner of conducting recitations.

- b. Concert exercises.
- c. Use of the wall maps.
- d. Variations of work.
- e. Correct pronunciation of geographical names.

Exercises to Accompany the Use of a Globe.

1. The earth as a planet.
 - a. Size, compared with size of sun and other planets.
 - b. Distance from the sun.
 - c. Relative distance, as compared with other planets.
 - d. Time of revolution around the sun.
2. Annual motions of the earth.
 - a. The Ecliptic and the Celestial Equator.
 - b. The Equinoxes.
 - c. The Solstices.
 - d. The cause of the change of seasons.
 - e. Comparison of seasons north and south of the equator.
3. Diurnal motion of the earth.
 - a. The cause of day and night.
 - b. The cause of inequality of day and night.
 - c. The periods of longest and shortest days.
 - d. The transit of the midnight sun, seen in polar regions.
4. The Zones: The boundaries of each; how determined; the width of each.
5. Time: Serial time; solar time; mean solar (clock) time.

Exercises to Accompany the Use of the Lunar Tellurian.

THE MOON.

1. The size of the moon.
2. Distance from the earth.
3. Time of revolution around the earth.
4. Time of rotation on its axis.
5. The moon's orbit; nodes.
6. Motions and phases.
 - a. The new moon; direction of the horns.
 - b. The first quarter.
 - c. Gibbous phases.
 - d. The second quarter—full moon.
 - e. The third quarter; direction of the horns.
 - f. The dark moon.
 - g. "Running" high and low.
 - h. "Wet" and "dry" moon—inclination of the crescent.
 - i. The "harvest moon."
 - j. The "hunter's moon."
 - k. The moon's variations in the time of rising. Their cause.
 - l. Eclipses. a. Solar. b. Lunar. c. Kinds—total, partial, annular.

WRITING.

For Primary Pupils.

1. Should writing be taught in connection with reading from the start? Reasons.
2. Materials.

- a. For First Reader pupils, slates ruled into triple spaces and a scratcher, and long, sharp pencils.
- b. For Second Reader pupils, slates, scratch book and lead pencils.
3. The Word-method.
 - a. Simple words taught in print and script simultaneously.
 - b. Analysis of the words into their individual letters.
4. Other methods compared with this.
5. The use of the board and of the script lessons in the First Reader.
6. Position of feet, body, arms, fingers and slate.

For Pupils Using Copy Books.

1. The organization of classes.
 - a. Number of classes.
 - b. Work of each.
2. How the exercise of different classes may be conducted at the same time.
3. Oral lessons to accompany the use of copy books.
4. How to secure suitable writing material for pupils.
5. System of recitation.
 - a. Taking and putting away book, pens, etc.
 - b. Commencement and close of exercises.
 - c. Use of board, charts and cards.
6. Variations of work.

The Theory of the System.

1. Elements.
2. Principles (simple combinations of elements).
3. Analysis of letters.
4. Slant.
5. Height.
6. Width.
7. Spacing.
8. Movement.

U. S. HISTORY.

1. The teacher should examine the subject of history from three standpoints: 1. What am I to teach? 2. Why am I to teach the subject? 3. How am I to teach the subject?

2. An intelligent consideration of the above questions in the order stated will greatly assist the teacher in presenting the subject to his class. The consideration of the first subject leads to the following topics:

- a. What is the nature of the subject in itself considered.
- b. What are its limitations—in time and space.
- c. How related to and distinguished from other subjects.
- d. Viewed as a whole, what are the parts which compose it.
- e. What is the relation of the whole to the parts, and of the parts to the whole.
- f. Periods, epochs, eras, etc., each defined.
- g. The objective view of history.
- h. The subjective view of history.
3. Definitions and comparisons.
 - a. What is General History.

- b. What is U. S. History.
- c. Compared with the history of other nations how does it differ. 1. Completeness of the records of the birth and growth of the United States. 2. Origin in the broad light of civilization.

Ends or Objects to be Obtained by the Study

- 1. Knowledge.
 - a. Value as a mental discipline.
 - b. Vast fund of information.
 - c. Assistance in the acquisition of other knowledge.
 - d. Discrimination as to what is important.
- 2. Uses to which the knowledge is to be put.
 - a. To be made real by association of places.
 - b. Gradual development of causes into results.
 - c. To be studied as cause and effect, viz.: Viewed as a cause, what effect does it produce? and as an effect, what cause produces it.
- 3. Moral instruction.
 - a. Influence of noble deeds and characters.
 - b. Mistakes of men as affecting themselves and subsequent history.
 - c. Effects of treachery and crime on character.
 - d. The cost of the liberty and peace of to-day.
- 4. Use to the citizen.
 - a. In the information it gives him of the past.
 - b. In the cultivation of a spirit of patriotism.
 - c. In a knowledge of rights and duties, etc.
 - d. In the appreciation it gives him of an honest administration of affairs.
 - e. A guide in the choice of officers.

Methods and Aids to be used in the Recitation.

- 1. Kinds.
 - a. Oral { topical.
catechetical.
 - b. Written.
- 2. Preparation for recitation.
 - a. Chief points to be made in the recitation.
 - b. Methods and aids needed.
 - c. Necessary for illustrations.
- 3. Kinds of recitation.
 - a. Topical—advantages and disadvantages of.
 - b. Catechetical—points of strength and of weakness.
 - c. Written—advantages and disadvantages stated. 1. Essays on the entire lesson. 2. Essays on leading topics. 3. Biographies of leading men.
- 4. Aids in the recitation.
 - a. Maps and charts—selected, original. How prepared and used.
 - b. Reference books. How to be obtained and how to be used by teacher and by pupil.
 - c. Reviews—Objects in view. How conducted. How to give pupils an interest in them.

- d. Current history. How "to keep pupils posted." Use for illustration.
- e. Use to be made of teachers' note and scrap book.

CONSTITUTION OF UNITED STATES

1. The Union under the Articles of Confederation and its defects.
2. The formation and ratification of the Federal Constitution.
3. The branches of government—legislative, executive and judicial.
4. Congress—its powers and duties.
 - a. Composition of the Senate and its exclusive powers.
 - b. Composition of the House of Representatives and its exclusive powers.
5. The Executive branch.
 - a. The President—his election, term of office, powers and duties.
 - b. The Cabinet and the Executive Departments
6. The Supreme Court and inferior courts, their constitution and jurisdiction.
7. The amendments and their history.

Book Notices.

A DICTIONARY OF THE ENGLISH LANGUAGE. Pronouncing, Etymological and Explanatory. Embracing Scientific and other Terms, Numerous Familiar Terms, and a Copious Selection of Old English Words. By the Rev. James Stormonth, Author of "Etymological and Pronouncing Dictionary of the English Language for Schools and Colleges," etc. The Pronunciation carefully revised by the Rev. P. H. Phelps, M. A., Cantab. New York, Harper and Brothers, Franklin Square, 1885. Price, Cloth, \$6; Half Calf, \$7.

In October, 1871, the basis of the present work—*The Etymological and Pronouncing Dictionary of the English Language*—was first given to the public. The need for such a work is shown by the fact that since that time seven large editions have been issued. In acceding to the frequent calls for a large-type edition the author has given the book so thorough a revision as to make it in many respects essentially a new work. "Most laborious care," he says in his preface, "has been exercised to render the work accurate as a book of reference for the terms in use in every department of English speech. The great object aimed at has been to give a very wide reflex of the English language in all its living departments; in its ordinary spoken and written speech; in the terms employed in the arts and sciences; in the words in use in men's daily avocations and in the terms of provincial speech and familiar slang." An examination of the book itself demonstrates the validity of the claim. It is full, especially in words taken from Old English authors and in scientific terms, accurate and clear. It presents results in harmony with those reached by the most advanced scholarship. The words are placed in groups which include words naturally derived from the leading or key-word of the group, words intimately connected with the key-word in etymology or signification, and words grouped together as a mere matter of convenience. The words are printed in bold black type for the readier guidance of the eye—not in capitals, but in "small letters." The plan of grouping economizes space and presents at once to the eye all the derived and related words and phrases in good use. The reader is likewise enabled to obtain with the utmost precision the import of the word he is in search of, not only

from the meanings attached to the word itself but by a comparison of the same with the contiguous derived and related words, and the etymologies given. Pronunciation is indicated by a phonetic respelling of the word with diacritical marks for the vowels. The etymologies have been brought into accord with the most recent authorities, such as Skeat, Max Müller, Brachet, Littré, Wedgwood, Farrar and others. The definitions are accurate, clear and full. The copious list of synonyms at the end of many groups of words is a noticeable feature—synonyms, not in the strict sense, but words that in their use and application touch each other at some point. The body of the book is followed by four appendices. Ap. I. presents a complete list of *prefixes* and *postfixes*; Ap. II., a very full list of abbreviations; Ap. III., a copious and valuable list of foreign phrases and sentences; and Ap. IV. consists of proper names from the Scriptures, the Apocrypha and a copious selection of common, historical and classical names. It would have been better, no doubt, to have given these in separate lists.

The more carefully we have examined this Book and compared it with our American standards the more we are pleased with it. The more minute the examination, the more apparent its high scholarship. It forms a valuable addition to English lexicography.

For sale by J. W. Randolph & English, 1302 and 1304 Main St.

SCHOOL KEEPING: HOW TO DO IT. By Hiram Orcutt, LL.D. Author of "Teacher's Manual," &c. Boston: New England Publishing Co. Price, \$1.00.

The book contains seven chapters: I. Theory and Practice; II. How to Begin; III. How to Govern; IV. How to Teach; V. Physical Culture; VI. Morals and Manners; VII. Temperance in Schools.

This book was written for the special benefit of those teachers who wish to make the most of themselves, and who understand that they can profit much by the successful experience of others. *It is eminently a practical book.* The author gives many valuable suggestions and illustrations, and the reader who carefully reads and digests them cannot fail to be greatly profited.

MY LADY POKAHONTAS. A True Relation of Virginia. Writ by Anas Todkill, Puritan and Pilgrim. With Notes by John Esten Cooke. Boston: Houghton, Mifflin & Co. 1885. Price, \$1.25.

Mr. Cooke, in his History of Virginia, in speaking of the final interview between Pocahontas and Captain Smith, says: "Had she conceived for the young soldier a warmer sentiment than simple regard? * * * * Of her real feelings we know nothing, but some one had certainly produced the conviction in her mind that Smith was dead, * * * and she had married Rolfe under that belief. The romantic view will commend itself to youthful readers, and may be the truth." The volume before us assumes the romantic side of the question. Anas Todkill, Puritan and Pilgrim, the friend and comrade in arms of Smith, tells, in the quaint style of the period, how Smith and Pocahontas learned to love each other, and how, notwithstanding they "lived apart;" Pocahontas, believing a lying rumor, is married, amid sighs and secret tears, to Rolfe, and Smith, under a false conception of her feelings and action, treats with coldness her whom he had promised to love, and to whom he owed his life. Whether this "relation" presents the true state of the case or not, it seems in

accord with the fitness of things that the two to whose efforts, individual and combined, the colony at Jamestown owed most for its success, should have been united in heart and life. This view presents a rational explanation of the emotion of the one and the coldness of the other on their meeting in England. The volume will be especially interesting to Virginia readers. Incidentally the author introduces some interesting pictures of Indian life and customs.

For sale by West, Johnston & Co., 911 E. Main Street.

ORAL LESSONS IN NUMBER. A Manual for Teachers. By E. E. White, A. M., LL.D., Author of a Series of Arithmetics, &c., Cincinnati: Van Antwerp, Bragg & Co.

In the preparation of this work the author has been influenced by the great importance of oral instruction in numbers during the first three years of school; by the need that it be wisely and carefully arranged, and that it should be the best possible preparation for the instruction that is to follow. It is believed that the overburdened primary teachers, unable to prepare a satisfactory series for themselves, will welcome the guidance of a skilfully arranged series of oral lessons in numbers. The author offers in this manual illustrative lessons for the guidance of teachers. These are based on the fact that all primary ideas and processes must be made clear and familiar before any successful advance can be made, and that children acquire ideas and processes slowly. Therefore the lessons are given in detail; there are also given numerous blackboard and slate exercises, a concise statement of the principles involved, and suggestive methods of teaching elementary processes, definitions and rules.

WEBSTER'S CONDENSED DICTIONARY OF THE ENGLISH LANGUAGE, with copious Etymological Derivations, Accurate Definitions, Pronunciation, Spelling and Appendixes for General References, chiefly derived from the Unabridged Dictionary of Noah Webster, LL.D., edited under the supervision of Noah Porter, D. D., LL.D., President of Yale College, by Dorsey Gardner. New York and Chicago: Ivison, Blakeman, Taylor & Co.; Springfield, Mass.: G. & C. Merriam & Co. Price, \$1.80.

To praise Webster's Dictionary were like carrying coals to Newcastle. Its value is too well known and its reputation too well established to need praise from any man. We propose, therefore, simply to call attention to some of the advantages of this special edition. It is a new compilation, arranged on a new plan, and including all recent words. It is not a reprint of any previous edition. By arranging the words in groups—a key-word with its derivatives beginning with the same letter—and by judicious economies in the management of the prefixes and in the definition of derived words, and in respelling them for pronunciation, a much larger amount of matter has been introduced than could otherwise have been done in the same space with the same type. The marks indicating pronunciation have been made as few and simple as is consistent with clearness and precision. The definitions are full and valuable. The editor has availed himself of the results of the latest investigations in arranging the Etymologies. The illustrations, over 1,500 in number, add much to the value of the work, and the Appendix contains matter indispensable to the student or general reader. Its freshness, fullness, accuracy and cheapness, ought to commend it, and give it great favor with the public.

A COMPEND OF GEOLOGY. By Joseph Le Conte, Professor of Geology and Natural History in the University of California; Author of "Elements of Geology," &c. New York: D. Appleton & Co. 1884.

In preparing this work for schools the author has sought to make a book that would interest the pupil, and at the same time convey real scientific knowledge. He has sought also to awaken the faculty and cultivate the habit of observation—to awaken a true scientific appetite, and cultivate the habits necessary to satisfy it—by directing the attention of the pupil to phenomena occurring, and geological agencies at work now on every side and in the most familiar things. The author treats his subjects under the heads of—I. Dynamical Geology, including Atmospheric, Aqueous, Organic and Igneous Agencies; II. Structural Geology; and III. Historical Geology. He has succeeded in making a very interesting volume. It is profusely illustrated, and its mechanical execution is excellent.

Publishers' Notes.

—Pestalozzi's Leonard and Gertrude. Translated and abridged by Eva Channing. With an introduction by G. Stanley Hall. This is the second volume of the series of "EDUCATIONAL CLASSICS."

Externally, "Leonard and Gertrude" occupies a somewhat peculiar position in literature, since it is neither precisely a story nor a pedagogical treatise. It might rather be called a realistic picture of Swiss peasant life in the last century, which, if not of absorbing interest, yet contains much that is curious and instructive concerning old manners and customs. But the moral value of the work is far more than this. The village of Bonnal is intended to typify the world, and in describing the measures taken to reform the corruption and raise the moral standard of this little community, the author expresses his views on some of the greatest social and political questions of all ages. His opinions and theories on educational topics are scattered incidentally throughout the book.

It is hoped that the present shortened version of "Leonard and Gertrude" may secure for this remarkable book of a remarkable man a still wider and more appreciative circle of readers than it has hitherto found.

—One of the handsomest and most unique and original ideas in chromo-lithography is the Columbia Valentine, just issued by the Pope Manufacturing Co., of Boston, Mass. The design is in twelve colors, from a painting by Copeland, of Boston, is mounted on a panel, and is a genuine work of picturesque art, representing in three scenic sections, the morning, noon and night of 'cycling.

—MESSRS. E. L. Kellogg & Co., educational publishers, announce their removal to 25 Clinton Place, N. Y. They have done much to start the "New Education movement." Their *School Journal* is now widely circulated. The history of this movement is interesting reading; it bids fair to go on until all our schools are regenerated.

The Magazines.

POPULAR SCIENCE MONTHLY—Contents for March: Science in Politics, by F. W. Clarke; The Darwinian Theory of Instinct, by G. J. Romanes, F. R. S.; Medical Expert Testimony, by Dr. Frank H. Hamilton; How Fungi Live in Winter, by E. D. Halsted, Sc. D., illustrated; Cholera. II. Modes of Propagation, by Dr. Max von Pettenkofer; A Project in Industrial Education, by F. H. North; The Painless Extinction of Life, by B. W. Richardson, M. D., F. R. S., illustrated; Fish and Fishing in Chinese Waters, by M. M. Jametel; The Accurate Measurement of Time, by T. B. Willson; The Chemistry of Cookery, by W. Mattieu Williams; A Naturalist's Excursion in Dominica, by Dr. Fr. Johow; English Experience With Cancer, by H. P. Dunn, F. R. C. S.; Superstitions About the Dolphin, by Dr. Biedermann; The Parental Foresight of Insects; Sketch of M. De Quatrefages, with portrait; Editor's Table: The Bad Logic of Materialism.—The Conflict of Language-Studies.

THE ATLANTIC MONTHLY for March—Contents: The Prophet of the Great Smoky Mountains. IV. V.—Charles Egbert Craddock; The Consolidation of the Colonies—Brooks Adams; The Seraph Speech—Robertson James; A Plunge into Summer—Sylvester Baxter; Madame Mohl, Her Salon and Her Friends—Third Paper—Kathleen O'Meara; The Brown-Stone Boy—William Henry Bishop; The Book of Hours—E. B. Sill; Flake White—Edith M. Thomas; A Marsh Island. VIII.—X.—Sarah Orne Jewett; The Head of Nobe—William H. Hayne; The Mother of Turgeneff—Clara Barnes Martin; Ghosts—R. K. Munkittrick; A Country Gentleman. VIII.—X.—M. O. W. Oliphant; Time in Shakespeare's Comedies—Henry A. Clapp; The New Portfolio. First Opening. I.—III.—Oliver Wendell Holmes; Two Historic Americans; Miss Thomas's Poems; Carlyle in London; The Contributors' Club; Books of the Month.

THE MARCH CENTURY—Recent events lend special interest to the opening paper in the March CENTURY on "The Land of the False Prophet," by General R. E. Colston, formerly of the Egyptian General Staff, and leader of two expeditions in the Sudan.

Four profusely illustrated articles are comprised in the March contribution to the series on the American Civil War; and they are remarkable both with respect to the pictures and to their historical importance. Colonel John Taylor Wood, the senior surviving officer of the Merrimac, describes the combat with the Monitor as seen from within the Merrimac, and entitles his paper "The First Fight of Iron Clads." This is followed by a graphic account of what took place "In the Monitor Turret," by the late Commander, S. D. Greene, who commanded in the turret, and relieved Admiral Worden when the latter was disabled in the pilot-house. General Colston, who, during the fight, was "Watching the Merrimac" from the Confederate works on Sewell's Point, describes the scene in a brief paper with the above title. In the third part of the "Recollections of a Private," Warren Lee Goss describes the march up the Peninsula with McClellan.

The first edition of the February CENTURY was 180,000, a subsequent edition bringing the circulation up to 210,000. The first edition of the March CENTURY is the largest first edition of this magazine yet printed, namely, 190,000.

CONTENTS OF ST. NICHOLAS for March.—Frontispiece. "The Inauguration of President Garfield;" How Santa Claus found the Poor-house; The Velocipede Express. Verses; Little Kiné, illustrated; What Wakes the Flowers? Poem. Oelia Thaxter; A Revery in Grandmother's Garret. Picture, from a photograph; Davy and the Goblin. Concluded. Ten illustrations; Liesel. Two illustrations; Truly Repentant. Verses. Illustrated; His One Fault. Chapters X, XI, XII J. T. Trowbridge. Two illustrations; "Cat Nancy's" Folks. Louise Stickton; The Children of the Cold. First Paper. Lieut. Frederick Schwatka. Seven illustrations; Grown-up Land. Verses; How Ernest and Theodore heard the Seventh Symphony; Ye Wild March Hare. Picture; Driven Back to Eden. Chapter II. E. P. Roe. Five illustrations; "Hark! Hark! Hear the Dogs Bark." Jingle. Illustrated; Among the Law makers. Chapters VII, VIII, IX. Illustrated; Jack-in-the-Pulpit. Illustrated; For Very Little Folk. Illustrated. "Fly the Feathers."

LIPPINCOTT'S MAGAZINE for March—Contains: On this Side—A Story. Part III, by F. C. Baylor; Letters from Sonora, by John Heard, Jr.; The Cosmopolitan—A Story, by Helen Gray Cone; The Balla—An Italian Sketch, by Marie L. Thompson; The New Orleans Exposition by Edward C. Bruce; Tina's Hollin—A Story, by Toke Hodge; Babylonian Exploration, by John P. Peters; The Devil's Own Luck—A Story, by Cara Hall Randolph; Sicilian Proverbs, by T. F. Crane.

Several chapters of Mary Agnes Tinker's charming story, Aurora, also appear, together with other short stories, poems, and articles of interest upon current topics.

OFFICIAL DEPARTMENT.

GEO. W. HAWXHURST, First Clerk, Editor pro tem.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

In the absence of Hon. R. R. Farr, Superintendent of Public Instruction and editor of this department, who is in attendance on the New Orleans Exposition, we will try to fill the chair and discharge the duties pertaining thereto for the present issue.

The Conference.

We devote the space this issue to the proceedings of the Conference which will be found interesting reading.

Dr. J. L. M. Curry.

Many expressions of regret were heard at the Conference on account of the absence of Hon. J. L. M. Curry, General Agent of the Peabody Education Fund, who always takes a deep interest in the proceedings of the body. Dr. Curry was not in the city during the sessions of the Conference.

Virginia's Educational Exhibit at New Orleans.

Hon. R. R. Farr, Superintendent Public Instruction, who is now at the Exposition, in referring to the exhibits of Virginia, says: "they look as well as any that I have seen, and if we could get in our Conference work would be the best in the hall."

Mr. Farr also says: "Advise all superintendents and others intending to visit the Exposition, who are interested in the educational exhibits, to call on Prof. L. A. Smith, who is in charge of the educational exhibits of the United States. Without information in reference to these exhibits, which Prof. Smith alone can give, visitors will miss many things of an interesting character connected with this

important feature of the Exposition. This department is located in the gallery of the Government building."

The Exhibition.

For the first time in the history of the public schools of Virginia the actual work of the schools was on exhibition at the Conference last month. This new feature excited general interest in the State among superintendents, teachers and pupils, and although the time devoted to the work was necessarily short, owing to a delay in getting suitable paper, the energy with which all set to work soon resulted in an excellent collection at the central office.

The Senate chamber was devoted to the display of this work and the space proved entirely inadequate for the purpose. The exhibition attracted much attention and favorable comment, indeed all were surprised at its magnitude and the creditability of the work, which embraced maps of States, countries, counties and districts; drawings of school-buildings in country and city; diagrams on grammar, arithmetic and Latin; literature charts; photographs of school-buildings; essays on almost every subject; specimens of penmanship; examination papers; histories of the public schools in the counties and cities; specimens of needle work, and so on. Eighty-three counties were represented in the exhibition and all but one of the cities.

Through the kindness and liberality of Dr. J. L. M. Curry, Agent of the Peabody Education Fund, a number of Peabody Medals were placed in the hands of the Superintendent of Public Instruction, who decided to award them to the superintendents of cities and counties according to the merits of their respective exhibits.

The report of the committee on awards of these medals, as well as the various other committees on certificates will be found in the regular proceedings of the Conference published in this journal. Besides the display of school work, Messrs. Cowperthwait & Co., of Philadelphia, and A. Flanagan, of Chicago, had on exhibition a full line of their school books; Messrs. A. J. Johnson & Co., of New York, four volumes of their "New Universal Encyclopædia;" Messrs. Baker, Pratt & Co., through their agent, Mr. George P. Stacey, made a good exhibit of school-desks, and Messrs. Ramos & Moses, and Messrs. Ryland & Lee, of Richmond, had a number of fine organs and pianos in the hall.

Proceedings of the Third Annual Conference of Superintendents and Principals of Public High Schools of Virginia.

FIRST DAY—NIGHT SESSION.

HALL OF HOUSE OF DELEGATES,
Richmond, Va., February 10th, 1885.

Pursuant to adjournment the Conference met this date, and was called to order at 8 P. M. by Hon. R. R. Farr, President, and opened with prayer by Rev. G. W. Dame, of Danville.

The roll of officers was called, and the following responded to their names:

President—R. R. FARR.

Secretary—GEORGE W. HAWKHURST.

Vice-Presidents—WM. BROWN, J. E. PERKINSON, Major J. A. TAYLOR, Major R. G. BANKS, L. A. MICHIE, W. H. STROTHER, and H. S. ROLLER.

Absent.—Professor T. N. CONRAD, Dr. J. L. M. CURRY, and Major A. G. PENDLETON.

On the roll-call of Superintendents the following responded:

J. C. Weaver, Accomac; L. A. Michie, Albemarle; A. B. Grunwell, Alexandria Co.; A. A. McDonald, Alleghany; H. T. Tucker, Amelia; O. G. Bailey, Amherst; Rev. J. B. Bristow, Appomattox; H. S. Roller, Augusta; Captain J. G. Board, Bedford; W. F. Jones, Brunswick; A. J. Eppes, Buckingham; R. A. Hamlet, Campbell; B. B. Wright, Caroline; T. J. Jennings, Carroll; J. P. Stagg, Charles City; Dr. J. C. Paris, Charlotte; E. S. Robinson, Chesterfield; L. N. Hoge, Clarke; J. W. Colvin, Culpeper; C. A. Holman, Cumberland; H. C. Slaughter, Danville; I. L. Jones, Elizabeth City; B. G. Rennolds, Essex; E. F. Crocker, Fairfax; W. H. Strother, Fauquier; J. W. Simmons, Floyd; J. R. Haden, Fluvanna; R. H. Franklin, Gloucester; E. S. Reeve, Goochland; W. S. Hale, Grayson; J. S. Spencer, Greenville; T. E. Barksdale, Halifax; J. L. Valentine, Hanover; Dr. J. M. Smith, Henry; D. E. Gardner, Henrico; W. S. Holland, Isle of Wight; C. W. Taylor, James City; J. G. Cannon, King & Queen; W. McDaniel, King George; Colonel J. C. Johnson, King William; J. H. Graham, Lee; Colonel W. Giddings, Loudoun; W. J. Walton, Louisa; E. C. Glass, Lynchburg; H. N. Fry, Madison; E. B. Howle, Manchester; Rev. R. B. Collier, Mathews; H. E. Coleman, Mecklenburg; R. T. Bland, Middlesex; Judge G. S. Stevens, Nelson; Dr. J. D. Turner, New Kent; Major R. G. Banks, Norfolk city; J. E. Baker, Norfolk county; J. B. Dalby, Northampton; William Brown, Northumberland; J. E. Perkinson, Nottingham; F. L. Marshall, Orange; E. T. Broyles, Page; Major J. A. Taylor, Patrick; Major E. B. Branch, Petersburg; Dr. J. W. Wilson, Pittsylvania; T. W. Crawley, Prince Edward; H. C. Britton, Prince George; O. B. Mears, Princess Anne; M. J. Alexander, Pulaski; E. M. Garnett, Richmond city; Marshall Frantz, Roanoke; J. L. Hamilton, Rockbridge; Rev. A. P. Funkhouser, Rockingham; W. W. Logan,

Shenandoah; J. J. Deyer, Southampton; J. M. Holladay, Spotsylvania; Strother Harding, Stafford; W. A. Bowles, Staunton; William Dillard, Surry; W. N. Blow, Sussex; J. T. Silman, Warren; M. M. Wells, Wise; Major W. G. Repass, Wythe; L. U. Evans, York.

The following Ex-Superintendents also responded to their names :

Rev. G. W. Dame, Danville; Hon. Jno. Richardson, Louisa.

The above list embraces all Superintendents who were present at any time during the Conference. At the opening of the session seventy were present.

The following did not attend the session, viz.:

W. F. Carne, Alexandria city; J. T. Taylor, Bland; M. D. Obenshain, Botetourt; T. W. Ratliff, Buchanan; P. O. Reynolds, Craig; J. M. Thornbury, Dickenson; C. M. Harris, Dinwiddie; Dr. B. A. James, Franklin; Geo. W. Ward, Frederick; Gen. Daniel Ruggles, Fredericksburg; G. T. Porterfield, Giles; J. N. McMullen, Greene; O. P. Chew, Highland; S. P. Gresham, Lancaster; O. L. Hardy, Lunenburg; W. A. Havener, Montgomery; V. S. Kilby, Nansemond; G. F. Edwards, Portsmouth; Dr. W. H. Henning, Powhatan, Samuel Martyne, Prince William; A. H. Buckner, Rappahannock; Rev. G. H. Northam, Richmond; E. D. Miller, Russell; Dr. J. B. Wolfe, Scott; Maj. A. G. Pendleton, Smyth; J. H. Gillespie, Tazewell; C. F. Groome, Warwick; Col. R. P. Carson, Washington; Rev. H. H. Fones, Westmoreland.

Most of these sent letters of regret, excusing themselves on account of sickness of self or family.

The President then introduced Prof. W. B. McGilvray, who welcomed the members of the Conference in an appropriate address.

At the conclusion of Prof. McGilvray's address, Gen. S. C. Armstrong, Principal of the Hampton Normal and Agricultural Institute, was introduced in a very flattering manner by President Farr, and delivered an address upon the subject of "The Education of Indians."

Prof. Geo. E. Little, of Washington, then entertained the Conference with humorous drawings upon the blackboard, which were much enjoyed.

The President announced the following Committee on Order of Business :

Rev. G. W. Dame, Maj. W. G. Repass, E. B. Howle, E. C. Glass, E. M. Garnett, Gen. S. C. Armstrong, A. A. McDonald, J. L. Hamilton, J. M. Holladay, and Dr. J. W. Wilson.

Suggestions from the members as to the best methods of conducting the Conference being in order, several motions were made as to the number of sessions to be held daily, and it was voted to have two each day, viz., a morning and night session.

President Farr made a few remarks in reference to the work of the public schools now on exhibition in the Senate Chamber.

On motion, a Committee on Resolutions was directed to be appointed, and the following were named :

Superintendents Board, Stevens, Silman, Smith, Franklin, Bristow, Branch, and Grunwell.

Supt. Capt. J. G. Board offered a resolution in reference to amending the Grandstaff Act.

Referred to Committee on Resolutions.

On motion of Supt. Crocker, the Conference adjourned to 10 A. M. to-morrow.

SECOND DAY—MORNING SESSION.

The Conference was called to order at 10:30 A. M. by President Farr, and opened with prayer by Rev. A. P. Funkhouser.

Minutes of last night's session read and approved.

The Committee on Programme submitted the following report, which was adopted, viz.:

PROGRAMME.

WEDNESDAY MORNING.

General Order of Business.

Discussion. Subject: "Examination of Teachers." Opened by Supt. A. P. Funkhouser.

Address by Prof. M. A. Newell, Principal State Normal School, Maryland. Subject: "The County Superintendency the Life of a State School System."

Address by Gen. S. C. Armstrong, President Hampton Normal and Agricultural Institute. Subject: "Technical Training in Public Schools."

WEDNESDAY NIGHT.

General Order of Business.

Discussion. Subject: "County Institutes." Opened by Supt. A. A. McDonald.

Address by Prof. W. B. McGilvray, of Richmond. Subject: "The Teacher and the Teaching for our Public Schools."

Address by J. F. Winn, M. D., of Richmond. Subject: "Pure Air in the School-Room, and How to Obtain It."

Blackboard Exercises by Prof. Geo. E. Little.

THURSDAY MORNING.

General Order of Business.

Discussion. Subject: "Powers and Duties of School Superintendents with Ref-

erence to the Proper Administration of the School Laws of the State." Opened by Supt. H. C. Slaughter.

Discussion. Subject: "School Supervision." Opened by Supt. J. C. Weaver.

Address by Hon. W. H. Ruffner, Principal of the State Normal School. Subject: "Aims and Purposes of Normal Schools."

THURSDAY NIGHT.

General Order of Business.

Discussion. Subject: "Duties of School Trustees." Opened by Supt. Col. W. Giddings.

Subject: "Conflicts between District Trustees and Superintendents; How to be Avoided." Opened by Supt. W. S. Holland.

Address by Prof. F. V. N. Painter, of Roanoke College. Subject: "Some Educational Tendencies of the Present."

Readings by Prof. S. T. Ford.

FRIDAY MORNING.

General Order of Business.

Discussion. Subject: "Rights and Obligations of School Teachers Under the Law." Opened by Superintendent J. D. Turner.

Discussion. Subject: "Should the Standard for Professional Certificates be Raised and Made Uniform?" Opened by Superintendent E. B. Branch.

Address by Prof. C. E. Vawter, Principal Miller Manual Labor School. Subject: "Evening School for Mechanics."

FRIDAY NIGHT.

General Order of Business.

Discussion. Subject: "Text-Books; How Should They be Used?" Opened by Supt. L. A. Michie.

Address by Prof. H. H. Harris, of Richmond College.

SATURDAY MORNING.

Unfinished Business.

Sessions of Conference: Morning session, 10 A. M. to 2 P. M.; evening session, 8 P. M.; adjourn at will; informal meetings and meetings of committees on afternoon of each day.

General Order of Business.

First, Reports of Committees; second, Unfinished Business; third, New Business. Addresses to begin at 1 P. M. and 9:30 P. M.

Time for discussion for each subject limited to thirty minutes. Each speaker to be

allowed five minutes, except the one appointed to open the subject, who shall have ten minutes.

All resolutions offered, to be read and referred to the Committee on Resolutions, without debate.

On motion, the report was adopted.

In accordance with the programme, the Conference took up the subject, "Examination of Teachers," which was opened by Supt. Funkhouser, of Rockingham, and discussed at some length until the hour arrived for the address of Prof. M. A. Newell, Secretary of the State Board of Education of Maryland, who was introduced and addressed the Conference upon the subject, "The County Superintendency the Life of a State-School System."

The subject was treated in a masterly manner, and was listened to with much interest.

Gen. S. C. Armstrong then addressed the Conference. Subject, "Technical Training in the Public Schools." Gen. Armstrong was received with applause, and delivered an excellent address.

The Conference then adjourned till 8 P. M.

SECOND DAY—NIGHT SESSION.

The Conference was called to order by the President at 8:10 P. M.

The Committee on Constitution and By-Laws submitted a code of laws for the government of the body.

The report was amended in several particulars and adopted.

The subject, "County Institutes," was then taken up. Opened by Superintendent A. A. McDonald, of Alleghany, and was discussed generally by the Superintendents, and proved to be an interesting subject. The Superintendents were unanimous as to the great good resulting from them and the necessity of holding them.

The Chair announced the following Committees on Awards for Exhibits of School Work :

Best Comprehensive History of Public Schools—Prof. W. B. McGilvray, Col. W. Giddings, R. H. Franklin, L. A. Michie, Dr. G. W. Dame.

On Photographs and Drawings—Prof. G. E. Little, Judge G. S. Stevens, R. T. Bland, Hon. John Richardson, J. B. Dalby.

On Maps—Prof. F. V. N. Painter, Prof. G. E. Little, A. A. McDonald, Dr. J. W. Simmons, W. N. Blow.

On Peabody Medals—Hon. R. U. Derr, R. M. Manly, Prof. W. F. Fox, Prof. S. T. Pendleton, D. E. Gardner, Dr. J. M. Smith, L. N. Hoge.

Class One (to Pupils)—[The President stated he was unable to appoint this Committee, and asked that the Conference name it.] The Conference elected the follow-

ing, viz.: Prof. Kimler, Prof. Hoenshell, J. H. Graham, Prof. F. V. N. Painter, A. A. McDonald, Prof. G. E. Little, R. B. Collier, Prof. Wrightman, W. F. Jones, Prof. W. F. Fox.

Class Two (to Pupils)—The President appointed the following: J. M. Holladay, W. H. Strother, E. F. Crocker, H. S. Roller, W. G. Repass, T. E. Barksdale, J. R. Haden, Strother Harding, B. B. Wright, Marshall Frantz.

Class Three—Maj. E. B. Branch, E. M. Garnett, Prof. E. Morrisette, J. B. Bristow, E. C. Glass, Maj. R. G. Banks, Prof. W. F. Fox, Col. J. C. Porter, W. A. Bowles, E. B. Howle.

Dr. J. F. Winn then spoke upon the subject, "Pure Air in the School, and How to Obtain It."

The Conference then adjourned to Thursday morning.

THIRD DAY—MORNING SESSION.

Conference met at 10:30 A. M., and was called to order by the President, and opened with prayer by Rev. J. B. Bristow.

Minutes of yesterday's session were read and approved.

The Committee on Resolutions reported in favor of the passage of the following resolutions offered by Supt. Board:

1. *Resolved*, That the Conference of Superintendents of Public Schools of Virginia respectfully requests the General Assembly of Virginia next convening to amend the Grandstaff act so as to require the Auditor of Public Accounts to report his calculation of the school-tax to the Superintendent of Public Instruction on or before the 1st day of August each year, who shall at once apportion 90 per cent. of it among the cities, towns and counties according to school population.

2. *Resolved*, That we also deem it very important that a larger percentage of the State tax be set apart by law for the support of public education.

3. *Resolved*, That the Superintendent of Public Instruction is hereby requested to send to both houses of the General Assembly a copy of these resolutions.

The report was adopted.

Supt. Bristow, of Appomattox, offered a resolution recommending that trustees be allowed a *per diem*. Referred to Committee on Resolutions.

Rev. Dr. Dame offered a resolution in reference to appeals to the Board of Education; which was referred to the Committee on Resolutions.

Dr. Dame also offered the following, which, under a suspension of the rules, was taken up and adopted.

Resolved, That we believe the Conference would more fully accomplish its end by having the President to select, some time before our annual meeting, the subjects for discussion at that meeting, and appoint a member to open the discussion, and that such opening address shall not exceed twenty minutes.

Supt. Funkhouser, of Rockingham, offered the following memorial, asking the House of Representatives to pass the Blair Educational Bill; which, under a suspension of the rules, was taken up, passed and signed by the Superintendents:

To the House of Representatives: Whereas the Senate of the United States has passed the Blair Educational Bill by an almost unanimous vote; and whereas the said Educational Bill is now pending before the House of Representatives; and whereas, by the provisions of said bill, the State of Virginia will realize about \$700,000 per annum for eight years, which amount, judiciously expended, would greatly enhance the public free-school interests of the State, in which interests this Conference feels deep concern; and whereas the present expenditure of more than \$1,400,000 of State-school funds is wholly inadequate to meet present and urgent demands of the system—therefore,

1. *Resolved*, That we, the School Superintendents of Virginia—the legal and accredited representatives of the public free school system—in conference assembled, do hereby most earnestly memorialize the House of Representatives of the United States to pass the said Blair Educational Bill at once.

2. *Resolved*, That the signatures of the members of this Conference be affixed to this memorial as part thereof.

GEO. W. HAWXHURST,
Sec'y Board Education.

R. R. FARR,
Supt. Public Instruction.

J. C. Porter, Second Clerk, Superintendent Public Instruction.	C. W. Taylor, Supt., James City Co.
A. P. Funkhouser, Supt, Rockingham Co.	Henry E. Coleman, " Mecklenburg "
J. L. Hamilton, " Rockbridge "	Thos. W. Crawley, " Prince Edw'd "
Jno. D. Turner, " New Kent "	Wm. S. Hale, " Grayson "
J. E. Perkinson, " Nottoway "	H. C. Britton, " Prince Geo. "
Jas. B. Dalby, " Northampton "	W. Giddings, " Loudoun "
R. H. Franklin, " Gloucester "	H. S. Roller, " Augusta "
E. T. Broyles, " Page "	J. W. Wilson, " Pittsylvania "
T. J. Jennings, " Carroll "	E. C. Glass, " Lynchburg City.
J. E. Baker, " Norfolk "	J. W. Colvin, " Culpeper Co.
B. G. Rennolds, " Essex "	Wm. Dillard, " Surry "
Geo. S. Stevens, " Nelson "	M. P. Frantz, " Roanoke "
F. Lewis Marshall, " Orange "	Strother Harding, " Stafford "
John P. Stagg, " Charles City "	John T. Silman, " Warren "
John J. Deyer, " Southampton "	Wm. A. Bowles, " Staunton City.
W. S. Holland, " Isle of Wight "	James C. Weaver, " Accomac Co.
W. W. Logan, " Shenandoah "	Jno. M. Holladay " Spotsylvania "
Jas. H. Graham, " Lee "	J. L. Valentine, " Hanover "
E. B. Branch, " Petersburg City.	W. N. Blow, " Sussex "
I. L. Jones, " Elizab'h C'y Co.	R. G. Banks, " Norfolk City.
H. C. Slaughter, " Danville City.	J. G. Cannon, " King and Q'n Co.
R. B. Collier, " Mathews Co.	E. F. Crocker, " Fairfax "
Wm. Broun, " Northumb'd "	D. E. Gardner, " Henrico "
W. H. Strother, " Fauquier "	L. N. Hoge, " Clarke "
A. A. McDonald, " Alleghany "	J. C. Johnson, " King Wil'm "
	John R. Haden, " Fluvanna "

A. B. Grunwell,	Supt, Alexandria	Co. Wm. F. Fox, Editor <i>Educational Journal</i>
H. T. Tucker,	" Amelia	" of Virginia.
O. G. Bailey,	" Amherst	" E. M. Garnett, Supt. Richmond City.
J. B. Bristow,	" Appomattox	" W. G. Repass, " Wythe Co.
J. G. Board,	" Bedford	" M. J. Alexander, " Pulaski "
Wm. F. Jones,	" Brunswick	" Wm. H. Ruffner, Prin. Normal School.
B. B. Wright,	" Caroline	" L. A. Michie, Supt., Albemarle Co.
R. A. Hamlet,	" Campbell	" Jno. W. Simmons, " Floyd "
Jno. C. Paris,	" Charlotte	" E. B. Howle, " Manchester City.
Chas. A. Holman,	" Cumberland	" J. A. Taylor, " Patrick Co.
Thos. E. Barksdale,	" Halifax	" E. S. Reeve, " Goochland "
Jno. S. Spencer,	" Greenville	" E. S. Robinson, " Chesterfield "

Supt. Franklin, of Gloucester, offered a resolution in reference to corporal punishment in public schools; which was referred to the Committee on Resolutions.

The subject, "Powers and Duties of School Superintendents with reference to the Proper Administration of the School Laws of the State," was then taken up and discussed. Opened by Supt. H. C. Slaughter, of Danville, and discussion continued by the Superintendents until expiration of the time allotted.

The President then introduced Prof. F. V. N. Painter, of Roanoke College, who addressed the Conference upon the subject, "Comenius."

The address was listened to with attention; and, on motion of Judge Stevens, Prof. Painter was requested to furnish a copy to the *Educational Journal* for publication.

The Conference then adjourned to 8 P. M.

THIRD DAY—NIGHT SESSION.

Conference was called to order by the President at 8:30 P. M.

The subject, "Duties of School Trustees," was opened by Supt. Giddings, of Loudoun, who was followed by several Superintendents, and an animated discussion took place, and was continued for the time fixed by the programme.

Hon. W. H. Ruffner, Principal of the State Normal School, was then introduced to the Conference, and delivered a very fine address upon "The Aims and Purposes of Normal Schools."

Prof. S. T. Ford entertained the audience with some humorous readings and mimic songs; after which the Conference adjourned to Friday morning.

FOURTH DAY—MORNING SESSION.

Conference was called to order at 10:30 A. M., and was opened with prayer by J. E. Perkinson.

The minutes of the previous day were read and approved.

The Committee on Resolutions reported favorably on the following resolution offered by Dr. Dame:

Resolved, That we respectfully ask the Legislature of Virginia, at its next session, to so amend the laws in reference to schools, that when the regular appeal court—the Board of Education—shall have given their decision in any case, an appeal can only be to the Court of Appeals, and the inferior courts shall have no jurisdiction in the matter.

The report was discussed at length; and, on motion, was tabled.

The Committee also reported favorably on the following resolution offered by Supt. Franklin:

Inasmuch as corporal punishment is allowed as a mode of discipline in our schools, in the opinion of the Conference, while not desirable to withdraw that power altogether from the teachers, it is yet desirable to, in some measure, control it so that it may not be used excessively; therefore, be it

Resolved, That the object desired may, in our judgment, be obtained by requiring reports from teachers of all cases of corporal punishment inflicted by them, and that such reports be included with usual monthly reports to Superintendents.

Report, after considerable discussion, was rejected.

The Committee reported favorably on the following, offered by Supt Bristow:

Whereas, in the opinion of this Conference, it would add greatly to the efficiency of the District Boards of Trustees to make the office of trustee a paid one, therefore we urgently recommend to the General Assembly next to convene the passage of a law allowing trustees a reasonable *per diem* for time employed.

Adopted.

On motion of Judge Stevens, the address of Prof. Painter, delivered last night, was directed to be published with the proceedings of the Conference.

Prof. Kimler, chairman of the Committee on Awards, Class 1, asked that his committee be discharged, as it was impossible for them to examine the large quantity of matter on exhibition in time to make a fair report and just award.

On motion, the committee was discharged.

Hon. R. R. Farr (Superintendent Strother in the Chair) submitted a draft of a bill, which he desired submitted to the Legislatures of such States as had received benefits from the Peabody Education

Fund, and which bill had for its object the appropriation of certain sums by the States for the purpose of erecting in the National Capitol at Washington a suitable statue to the memory of Mr. George Peabody.

Mr. Farr spoke at length in support of his bill, and in high terms of praise of Dr. Sears, and the present general agent of the Peabody Education Fund, Dr. J. L. M. Curry, whose enforced absence from the Conference he deeply regretted.

On motion of Judge Stevens, it was ordered that a committee of five be appointed to prepare a suitable resolution and bill, a copy of which to be forwarded to the General Assembly of Virginia, and to every Superintendent of the States in which the Peabody Education Fund has been expended, and that their co-operation in this matter be solicited.

The Chairman announced the following as the committee under said resolution, viz :

Superintendents Stevens, Slaughter, McDonald and Logan.

On motion of Judge Stevens, Hon. R. R. Farr was made chairman of the committee.

On motion of Mr. Farr, the acting President, Superintendent Strother, was added to the committee.

Superintendent Funkhouser asked the consent of the Conference for Professor Painter to explain the object of the "Virginia Teachers' Reading Association," which he did, asking the co-operation of the Superintendents.

Superintendent Funkhouser also explained the objects of the "Reading Circle of Virginia."

Superintendent Repass offered the following, viz :

Resolved, That the Conference hears with pleasure of the organization of the "First Virginia Teachers' Reading Association" and of the "Teachers' Literary Circle," and heartily endorses the objects of these organizations, and will give them our cordial support.

Resolution adopted.

The Committee on Awards for School Exhibits, Class 2, submitted the following report, viz :

The Committee on Cities and Towns of the First and Second Class beg leave to make the following report :

DIVISION F.

FOR MAPS OF UNITED STATES FROM MEMORY :

First certificate to Edward H. Peple, age 15, Manchester.

Second certificate to Susie Perry, age 9, Staunton.

Third certificate to Mary Keblinger, age 11, Staunton.

FOR MAPS OF UNITED STATES FROM COPY:

- First certificate to H. T. Nicholas, age 15, Lynchburg.
Second certificate to Nelly Gathright, age 14, Richmond.
Third certificate to James M. Wilkinson, colored, age 14, Petersburg.
Fourth certificate to Francois Ferrandini, age 13, Richmond.
Fifth certificate to Cora L. Harrison, age 18, Manchester.

DIVISION G.

MAPS OF VIRGINIA FROM MEMORY:

- First certificate to Edward H. Peple, age 15, Manchester.

FROM COPY:

- First certificate to Lottier Harris, colored, age 15, Richmond.
Second certificate to Eleanor Edwards, age 15, Lynchburg.
Third certificate to Lee Rogers, age 16, Petersburg.
Fourth certificate to Lavinia I. Booth, colored, age —, Richmond.
Fifth certificate to Thomas Mathews, colored, age 14, Petersburg.

DIVISION H.

For Maps of States and Other Countries.

FOR MAP OF SOUTH AMERICA FROM MEMORY:

- First certificate to Ina Ast, age 14, Staunton.
Second certificate to Rudolph Bumgardner, age 12, Staunton.
Third certificate to James F. Atkins, age 14, Staunton.

From Copy.

FOR MAP BRITISH ISLES:

- First certificate to Eleanor Edwards, age 15, Lynchburg.

FOR MAP OF SOUTH AMERICA:

- Second certificate to Lottie Shot, age 12, Staunton.

FOR MAP OF NORTH AMERICA:

- Third certificate to Annie Wendenburg, age 15, Richmond.

Same Class—Special Mention.

MAP OF EUROPE:

- Fannie Armistead, age 15, Richmond.

DIVISION I.

- First certificate to Lilly B. Franklin, age 15, Lynchburg.
Second certificate to Bertha Van Vort, Richmond.
Third certificate to Rebecca Judkins, Petersburg.

DIVISION J.

Certificate for best oration—Subject, "Valedictory;" Miss Ada C. Morris, Manchester.

Certificate for best essay—Subject, "Intelligence as an Element of Success in Life;" Miss Mattie Powell, Staunton.

Certificate for second best—Subject, "Never Give Up;" Miss Susie Spann, Norfolk.

Certificate for third best—Subject, "Money;" James M. Stuart, Lynchburg.

For best diagram on grammar (Pendleton's Method)—To H. Argenbright, Staunton High School.

For best diagram on grammar (Read & Kellogg's Method)—To E. H. Peple, Manchester High School.

For best diagram on algebra—To Miss Bessie Jones, Petersburg High School.

For best specimen free-hand drawing—To E. H. Peple, Manchester.

For best diagram on arithmetic—To E. H. Peple, Manchester High School.

For best diagram on geometry—To Miss Viola Judkins, Petersburg High School.

For best specimen musical drawing—To Miss Laura Bass, Manchester.

For best geometrical drawings—To S. D. Rockenbock, Lynchburg.

For best set of copies—Lynchburg Schools.

For second best—Staunton Schools.

Special mention—Manchester.

Best specimen penmanship—C. W. Butterworth, Petersburg.

Special mention—Patrick F. Downey, Alexandria.

Special mention is made of the book of compositions, stories, &c., contributed by Lynchburg High School, and a certificate is recommended.

Special mention is also made of the essay by Miss Honoria E. Jacob, of Richmond High School, and we recommend a special certificate of the first class be given her.

In conclusion, we beg leave to state that the exhibits of the several cities and towns are not only very large, but of very great merit, and hence it was difficult for the Committee to award the certificates.

Where there is such general merit, it is impossible for the Committee to make special mention of all deserving ones.

Respectfully submitted,

JNO. M. HOLLADAY, *Chairman*;

W. G. REPASS,

JNO. R. HADEN,

E. F. CROCKER,

B. B. WRIGHT,

TH. E. BARKSDALE,

H. SHEFFEY ROLLER,

M. P. FRANTZ.

The report received the approval of the Conference.

Supt. Funkhouser offered the following:

Resolved, That the basis of the awards should be actual work done by teachers and pupils in the public schools of the respective cities and counties.

Adopted.

Prof. Storum, Principal of the Colored Normal School at Petersburg, was introduced to the Conference, and spoke of the organization, &c., of the normal school.

The subject "Should the Standard of Professional Certificates be Raised and Made Uniform," was opened by Supt. Branch and discussed by several Superintendents; after which Prof. Little gave some interesting instructions in drawing upon the blackboard, and the Conference adjourned to night session.

FOURTH DAY—NIGHT SESSION.

Called to order at 8:30 P. M., by President Farr.

Prof. F. V. N. Painter, from Committee on Award for Maps, made the following report:

MAPS.

Mr President,—In submitting their report, your Committee would take occasion to express their appreciation of the merits of many of the county maps that have come under their examination. In several cases it has been difficult to decide between them. But after an examination as thorough as circumstances allowed, the Committee have made their awards as follows:

First certificate to the Superintendent who furnishes the best original map of his county or city, with school districts—H. Sheffey Roller, Augusta county.

Second certificate to the Superintendent who furnishes the best original map of his county or city, without regard to school districts—Col. W. Giddings, Loudoun county.

Third certificate to the Superintendent who furnishes the best map of his county or city, with school districts—R. T. Bland, Middlesex county.

Fourth certificate to the Superintendent who furnishes the best map, made by hand, of his county or city, without regard to school districts—R. H. Franklin, Gloucester county.

Special certificate to the best full set of district maps presented by any Superintendent—R. H. Franklin, Gloucester county.

Respectfully submitted,

F. V. N. PAINTER,
A. A. McDONALD,
GEO. E. LITTLE,
J. W. SIMMONS,
W. N. BLOW,

Committee.

The report was, on motion, approved.

The Committee on Histories of Public Schools reported as follows:

HISTORIES.

The Committee appointed to award a certificate to the Superintendent furnishing the best comprehensive history of the public schools of his county or city, beg respectfully to report that, in their judgment, the history furnished by Supt. C. W. Taylor, of James City county, is the best comprehensive history of the public schools that has come before them. The Committee also report that, in their judgment,

honorable mention is due to the history furnished by Supt. J. C. Weaver, of Accomac county, and to an ingenious diagram furnished by Supt. J. B. Bristow, of Appomattox county, which gives in tabular form a comparative view of the statistical records of the schools of his county.

W. GIDDINGS,
Chairman.

Report adopted.

Maj. E. B. Branch, chairman of Committee on Awards, Class 3, School Exhibits, reported as follows:

To the Conference :

The Committee on Class 3 open to counties and towns only, beg to report as follows:

DIVISION K.

Outline map of the United States drawn from memory, five certificates. Same drawn from copy, five certificates. On full map of same from memory, five certificates; from copy, three certificates:

FROM MEMORY.—Mollie E. Coleman, age 13, Appomattox county; John W. Brown, age 14, Frederick county; David Peyton (colored), age 10, Augusta county; J. A. Garber, age 17, Augusta county.

FROM COPY.—Joseph P. Jordan, age 17, Rockingham county; Blanche Dillow, age 15, Roanoke county; John W. Williams, age 15, Giles county; James R. Williams, age 16, Norfolk county; Mattie Glover, age 14, Bedford county; Anna Dawson, age 15, Halifax county; Bella Phillips, age 14, Henrico county; Marion Hood, age 12, Culpeper county.

DIVISION L.

Maps of State of Virginia, outline and full: On those drawn from memory, three certificates; drawn from copy, five certificates. On full map from memory, one certificate; from copy, three certificates. Maps of Virginia with school districts and school-houses located, and the information given as required in Circular 395, five certificates:

FROM COPY.—J. P. Hower, age 20, Rockingham county; Eva B. Dudley, age 15, Norfolk county; Stella Barr, age 13, Liberty; Lucy R. Bowling, age 11, Augusta county; Mittie Clem, age 16, Harrisonburg; Martha Dunn, age —, Nottoway county.

FROM MEMORY.—Eva V. Wright, age 13, Caroline county; Effie Keister, age 16, Shenandoah county; J. R. Hicks, age 15, Spotsylvania county. The Committee would make special mention of Lillie L. Oswald, of the last-named county, who deserves credit for the variety of general maps drawn by her within the limit of four days. We recommend a certificate be awarded to her.

DIVISION M.

On county maps, with or without the school districts given, five certificates for first and three for second. District maps, with or without the school-houses located, three certificates for the first and one for the second:

FOR COUNTY MAPS, WITH DISTRICTS AND SUB-DISTRICTS.—First certificate, Augusta county; second certificate, Gloucester county; third certificate, Albemarle county; fourth certificate, Spotsylvania county; fifth certificate, Loudoun county.

WITH OR WITHOUT SCHOOL-HOUSES LOCATED.—First certificate, Rockbridge county; second certificate, Middlesex county; third certificate, Amherst county.

DIVISION N.

On examination papers, three certificates. On essays, five certificates. On orations, three certificates. On diagrams, three certificates. On copies, five certificates. All certificates to be awarded in the order of merit in each case:

Best set examination papers, Rockingham county; second best, Accomac county; third best, Loudoun county.

PENMANSHIP.—First certificate to Ettie Wise, Henry county; second certificate to Lizzie Hartman, Rockingham county; third certificate to Nannie Sherman, Dinwiddie county.

ESSAYS.—First certificate to Edwin Bowman, Charlotte county; second certificate to Sallie Reamy, Henry county; third certificate to Mary Brickhouse, Norfolk county; fourth certificate to Mary Buck, Warren county.

COMPOSITIONS.—For best set, certificate awarded to Rockingham county.

DIAGRAMS.—For best set, certificate awarded to Rockingham county.

E. B. BRANCH,
E. M. GARNETT,
E. MORRISSETTE,
J. B. BRISTOW,
E. C. GLASS,
R. G. BANKS,
W. F. FOX,
J. C. PORTER,
W. A. BOWLES,
E. B. HOWLE,

Committee.

Report approved by Conference.

The Conference then proceeded to fix a time for the next meeting; and upon vote being taken, the first Tuesday in February, 1886, 12 M., was decided upon.

On motion, the President was authorized to secure a hall for the session.

Superintendent Barksdale, of Halifax, read a letter addressed to the Conference, from a colored teacher in his county, in reference to the colored schools in said county.

The subject of locating the Summer Normals was brought to the attention of the Conference by the President, and several places were suggested by the Superintendents. The President stated that, as the expenses of same were paid by the Agent of the Peabody Fund, it

would be proper to consult him in regard to the selection of the places for holding them. The matter was therefore left open.

Superintendent Slaughter, of Danville, read a petition from the colored people of that city, asking that one of the Normals for the colored teachers be located there.

The Conference was then addressed by Prof. Painter upon the subject, "Some Educational Tendencies of the Present." The address was comprehensive and full of suggestions of practical worth to the Superintendents and teachers.

The Conference then proceeded to elect ten Vice-Presidents, and the following were elected :

First District, J. M. Holladay ; Second, Maj. R. G. Banks ; Third, E. M. Garnett ; Fourth, Maj. E. B. Branch ; Fifth, H. C. Slaughter ; Sixth, Capt. J. G. Board ; Seventh, Rev. A. P. Funkhouser ; Eighth, Col. Wm. Giddings ; Ninth, Maj. W. G. Repass ; Tenth, A. A. McDonald.

Hon. R. U. Derr, chairman of Committee on Awards of Peabody Medals, submitted the following report, viz :

Your Committee appointed to award the Peabody Medals, respectfully submit the following report. After a full examination of the exhibits of the Superintendents of counties, cities and towns, we unanimously recommend the following awards under the provisions of the plan given by the Superintendent of Public Instruction :

1. For city, town, or county making the best general exhibit—one medal : Lynchburg.
2. To the city of the First Class making the best general exhibit—two medals : Lynchburg.
3. To all *other* cities of the First Class—one medal, in the order of their priority : First, Richmond ; second, Petersburg.
4. To the county, city of the Second Class, or town making the best general exhibit—two medals : Rockingham.
5. To all *other* cities of the Second Class—one medal, in the order of their priority : First, Manchester ; second, Staunton.
6. To the county or town other than cities of Second Class : Rockingham.
7. To the fifteen counties making the best general exhibit—one each, in the order of their priority : First, Rockingham ; second, Fairfax ; third, Norfolk ; fourth, Bedford ; fifth, Page ; sixth, Albemarle ; seventh, Wythe ; eighth, King William ; ninth, Gloucester ; tenth, Nottoway ; eleventh, Roanoke ; twelfth, Fauquier ; thirteenth, Accomac ; fourteenth, Caroline ; fifteenth, Augusta.

Signed,

RUSH U. DERR,
W. F. FOX,
S. T. PENDLETON,
D. E. GARDNER,

Committee.

Prof. Geo. E. Little, Chairman of Committee on Awards for Drawings, Photographs, &c., made a report of awards as follows :

To Supt. J. E. Baker, of Norfolk county, for best collection of photographs of school buildings of town and country schools.

To Maj. E. B. Branch, Superintendent of Petersburg, for best collection of drawings of school buildings.

To Supt. E. C. Glass, of Lynchburg, for best plans and topographical maps.

To Supt. E. B. Howle, of Manchester, for best specimens of freehand, artistic drawings (executed by E. H. Peple).

To Maj. E. B. Branch, of Petersburg, for best original designs industrial drawings.

The report was approved.

Supt. McDonald moved, that when this Conference adjourn to-night, it adjourn to meet on the first Tuesday in February, 1886, at 12 o'clock M.

Adopted.

At this juncture, Supt. Funkhouser, of Rockingham, obtained the floor, and addressing the President, made a feeling and eloquent speech, in which he alluded to the zeal and energy of the President in the cause he represented, and the great good already accomplished under his administration. and that the Superintendents desired in some way to testify their appreciation of his earnest labors in behalf of the public school interest.

While he was speaking, a beautiful silver tea-service and handsome ebony, gold-headed cane were brought in and placed on the President's stand. These were presents from the Superintendents.

Mr. Farr seemed wholly taken by surprise; and his response showed that he was deeply affected. He said his aim had been to do his whole duty, and in the discharge of it he may have seemed to be a hard taskmaster. He could not tell how much this manifestation from the Superintendents was appreciated. It was gratifying at all times to receive testimonials of esteem from those with whom you are associated. From the bottom of his heart these tokens were appreciated, and he would esteem them as long as he lived.

The cane bears the following inscription: "Presented to Hon. R. R. Farr, Superintendent Public Instruction, by the Superintendents in Conference assembled, as a testimonial of personal regard and appreciation of his labors in behalf of public education."

On motion, it was resolved that a committee of five be appointed to originate a suitable design for a seal for the Conference.

The following were appointed said committee, viz: Prof. G. E. Little, Maj. E. B. Branch, Rev. A. P. Funkhouser, Prof. W. F. Fox, and Prof. L. R. Holland.

Supt. Repass offered the following resolution:

Resolved, That this Conference extends its thanks to Prof. G. E. Little for his very instructive lectures given during its session.

Adopted.

By Supt. Broyles:

Resolved, That the Conference tenders its thanks to Hon. R. U. Derr, Superintendent Public Printing, for his kindness in furnishing the paper for the use of the schools in preparing the work for the exhibition.

By Supt. Repass:

Resolved, That the thanks of the Conference are due and hereby tendered to his Excellency W. E. Cameron, Governor, for his kindness in placing the Senate Chamber and Hall of the House of Delegates at the disposal of the Conference.

By Supt. Franklin:

Resolved, That the thanks of this Conference be tendered the Secretary of the Conference, G. W. Hawxhurst, for his kindness and urbanity in helping our work so efficiently.

Hon. R. R. Farr desired to return his personal thanks to the Superintendents for their hearty response to his call for exhibits of the work of the schools of their respective counties and cities. The collection now on exhibition far exceeded his expectations, and he hoped that each one would return home with a full determination to make the next year's exhibit excel the present one.

Hon. W. H. Ruffner made a few pleasant remarks, thanking the Superintendents for the courtesy shown him and aid rendered in connection with the Normal School over which he presided. In referring to the manifestation of the Superintendents towards their Chief Officer, he said he was pleased to see the very cordial relations existing between them and the State Superintendent, and that the expression of esteem and confidence was a just tribute to a faithful officer.

No further business appearing, the Conference, on motion of Superintendent Tucker, was declared adjourned to the first Tuesday in February, 1886.

A true copy of the Proceedings of the Third Annual Conference of Superintendents and Principals of Public High Schools, held in the Hall of the House of Delegates, Richmond, Va., February 10th, 11th, 12th, and 13th, 1885.

GEO. W. HAWXHURST,
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THE Educational Journal of Virginia.

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No. 4.

Wear and Tear.

A year or more ago, in a series of articles in this JOURNAL [December, 1883, and January and February, 1884,] under the title "Our Children's Bodies," I attempted to show what harm was being done the minds and bodies of many of our children by the high pressure system of education of the present day, and to suggest some means by which the harm might be lessened. Having put in my plea for the children, I wish now to put in, not less emphatically, a plea for the teachers themselves. It may be said that no plea is necessary, and that the law of self-preservation will make the teachers take care of themselves. Doubtless the veterans do learn. Necessity and experience have been their best schoolmistresses, and taught them the limits which circumscribe their powers. It may also be said that the same laws of hygiene are to be observed in the case of the teacher as in the pupil. That is true. But it may not require half the expenditure of vital force for a pupil to attend to his lesson, any given length of time, as will be required on the part of a teacher to obtain and retain the attention of forty or more pupils to the work of the hour.

The pleasure to be derived from any new acquisition may make the work of the pupil as positive a pleasure as is that of the teacher in imparting information to eager pupils. But the poor teacher is turning the same old grindstone, while one boy is grinding his new ax, and another presenting the hammer end of his, and bad metal at that. Besides, while all work or no play makes Jack a dull boy, all work and poor pay makes the schoolmistress still duller. I say schoolmistress, not because we schoolmasters do not get dull as the dullest, but because it is the glory of this Republic to have more female teachers than any other nation, an army more than one hundred thousand strong. It is an army, however, in which there is little glory, and for which there are no pensions and no soldiers'

homes. It is absolutely necessary for each one to economize all expenditure of physical and mental force. Especially is this true of the younger or less experienced teachers who may be unconsciously doing themselves great harm, and in that act doing corresponding injustice to their pupils, who have a right to their best powers.

So intimate is the connexion between mind and body, and so great the mutual action and reaction of one upon the other, that it is impossible for wear to occur in one without producing corresponding effects on the other. The effects of bodily changes on mental states, and of mental changes on bodily states, are constantly and readily recognized by the teacher.

"As to the influence of bodily changes on mental states we have such facts as the dependence of our feelings and moods upon hunger, repletion, fatigue and rest, pure and impure air, cold and warmth, stimulants and drugs. These influences extend not merely to the grosser modes of feeling but also to the highest emotions of the mind—love, anger, æsthetic feeling and moral sensibility. 'Health keeps an atheist in the dark.' Bodily affliction is often the cause of a total change in the moral nature. The bodily routine of our daily life is the counterpart of the mental routine. * * * The influence of mental changes upon the body is supported by an equal force of testimony. Sudden outbursts of emotion derange the bodily functions. Fear paralyzes the digestion. Great mental depression enfeebles all the organs. Protracted and severe mental labour brings on disease of the bodily organs. On the other hand happy outward circumstances are favorable to health and longevity." (Bain, "Mind and Body." Chap. III.)

The foregoing statement by Bain of general truths of common recognition is almost sufficient of itself to indicate exactly what are the dangers to be avoided by the careful school-teacher. In truth, when the belief in the *physical basis of mind* is once arrived at, not a word more is needed to keep ever before one the fact that the sound mind can only exist in the sound body. The outburst of anger brings on its corresponding fit of indigestion, and the dyspepsia of to-day is followed by the mental depression of to-morrow. This reacts upon the pupils and even those children who come to school ready for work, finding no hearty co-operation, but constant fault-finding instead, will close, with feelings of indifference, a day begun with an earnest purpose. The rest, seeing that there will be a day of quarrel and, consequently, a day of punishment or keeping-in, make up their minds to worry to the extent of their abilities. The average bad

boy will take two or three whippings or a detention of hours after school for a half-hour's fun in worrying a nervous or dyspeptic teacher.

The prevention of this bodily and mental state is surely a very simple one and lies solely in the determined avoidance of angry outbursts. It is not the momentary fit of irritability followed the next minute, perhaps, by a smile that does the harm, but the outburst that leaves its traces throughout the day, the wrath that is nursed to keep it warm, that is absolutely unnecessary for the government of any set of human beings or of any kind of animal. Children expect positive reproof for misdoing and have the greatest respect and affection for those who maintain a strict even-handed discipline and keep them to their work. But the sharp reproof and the order issued in the tone of command that brings instant obedience may be uttered without the slightest anger. Temper is necessary to enable one to maintain himself and show that he will not be trifled with, but *temper* and *temperance* are words of like derivation, as *mad man* and *madman* are of like signification. Have your programme of recitations so arranged that the last hour of the school session shall be spent in matters requiring simply mechanical work, penmanship, map-drawing, &c., or if that be not possible let the last recitation of the day be that of the *best class*. You will then come to dinner with a happy mind and your meat will not be turned to gall. This recipe has been tried and has cured where the doctor's remedies had failed. So much for sudden outbursts of emotion. Fortunately the severe mental labor of teaching is not protracted. A proper use of Saturday and Sunday in either making them rest-days, or, better still, in occupying the mind on those days with subjects far removed from teaching, will sufficiently renew the overtaxed powers of mind and body. Except in sleep the mind must be occupied (there is no dreaming in perfect sleep), and diversity of occupation gives it rest. This great variety of occupation and frequent transition from one subject to another is what gives the modern school its great power and attractiveness, and makes possible to pupil and teacher what would otherwise be impossible. Add to the rest of Saturday and Sunday the long vacation and the schoolmaster has less than any other professional man to fear from protracted labor. Would that our labors were more protracted and remuneration correspondingly increased! It isn't the wear half as much as the worry that does harm. One of the pleasures connected with teaching idiots is that there is no worry. You do not fix for yourself, or have fixed for you, any arbitrary standard of what has to be ac-

complished by a certain amount of labor. You regard everything taught as so much gained and thus take courage. Now, just as each one of us has within us the possibility of insanity, so each one of us is a block-head in something, and we are compelled to recognize the limits of our own powers of acquisition. The successful teacher is he who recognizes the limits of each pupil's mind, and educates those powers that exist and doesn't worry over those that are not existing. I have known a teacher to worry herself into a nervous fit because a child eight years old couldn't add correctly columns of figures going up into the hundreds of thousands, when she herself had never once (in my experience with her of several years) gotten, unaided, her monthly report correct; an operation requiring only the addition and subtraction of numbers, mainly below one hundred, and a division with a divisor of not more than four digits.

Just where to draw the line between a proper anxiety for the progress of one's pupils and unnecessary worry must be determined in the case of each pupil. A pupil of weak mind once begged me to keep him in after school as I did another pupil who was very bright but extremely lazy. I granted his request and found that the few minutes spent each day with him alone, listening to a statement of his difficulties, was of great service to me in the general instruction of the class. His Latin was always a trouble to him, but we managed to get through Cæsar respectably.

There are a great many things that you and I are by temperament unfitted to accomplish. The sooner we find that out the better. Maintain order and teach in your own way, and don't worry because you can't teach arithmetic as Miss A. does, or geography as Miss B. does. The average lecturer to teachers draws the picture of an ideal schoolmistress to be found only in Utopia. She is expected to have the wisdom of Solomon, the energy of St. Paul, the kindly heart of St. John. If kindliness be your strong point, and you can obtain by the good will of your pupils respect and obedience, you will have good order and get good work with little strain upon yourself and the pupils, and yet never attain to that perfect order which a severer task-master might secure.

—Keep thy temper, keep thy purse and keep thy tongue, if thou wouldst be healthy, wealthy and wise.—*P. M. Andrews.*

—We have a right to keep what belongs to us, but no arguments can justify our retaining the property of another.—*G. F. Graham.*

Prof. G. F. Holmes's Reply to Prof. N. B. Webster's Criticism
of Holmes's "New History of the U. S."

This morning I received the EDUCATIONAL JOURNAL, containing certain strictures on statements in the "New History." I am always glad to have my attention directed to actual errors, and to be afforded the opportunity of correcting them.

* * * * *

Mr. Webster's criticisms are obviously "kindly intended," and they are very courteously presented. They are not only "kindly received," but thankfully entertained.

It is fortunate and gratifying that so little has been found to merit reprehension, in the judgment of the writer, who has evidently been a close and curious student of the History of the United States.

The objections are not very serious, nor do they always justify change. They will be noticed in the order of their presentation.

P. 22. "John Ribault called the settlement on Port Royal harbor 'Fort Charles, or Carolina, after Charles IX.'"

This is right. "*munitionem Carolinam, de regis nomine dictam.*" *Thuani Hist.*, cit. Bancroft, Vol. I, p. 62, note.

P. 69. "The new colony (1663) was called Carolina, after Charles, the King."

This is also right.

"The patent to Sir Robert Heath * * * was granted under the name of the Province of Carolana, in honour of Charles." (Ch. I.) *Neill. Engl. Colonization*, cit. *Bryant's Pop. Hist.*, Vol. I, p. 487, note.

When the new patent was issued by Charles II, the name of Carolina was retained, still in honor of the King. The French designation may have influenced (by attraction) the change from Carolana to Carolina. But the French term was never a territorial appellative, and was blotted out in a very few years. The phrase, "Charles, the King," is used to avoid error, and to allow all possible implications, instead of Charles I, Charles II, or Charles IX.

P. 124. It is almost impossible to determine exactly what is right in regard to the exchange of Laurens, without having access to the military records of the Revolution, British and American. Moultrie had been living in Philadelphia, possibly all the time on parole, whence he had returned to Charleston before the exchange of Laurens. 17 Dec. 1782, "Mr. Burke informed the House that he had received a letter from Dr. Franklin, inclosing a *resolution of Con-*

gress, by which he was empowered to treat with the British ministry, for the purpose of exchanging Genl. Burgoyne for Mr. Laurens, * * * the admission of Mr. Laurens to bail, and the exchange of Genl. Burgoyne * * soon after took place." *Annual Register*, 1782, p. 148.

This is not proof. Indeed, it suggests that Burgoyne was exchanged before Laurens—and probably after Moultrie—who was scarcely a military equivalent for Burgoyne.

Bryant's History says: "Laurens was exchanged for Cornwallis soon after negotiations for peace * * were begun." Vol. IV., p. 76, note.

No authority is given.

The only change that can be satisfactorily made, would be to read: He was ultimately exchanged, nearly at the same time with Laurens, the American envoy to Holland, who had been captured at sea.

P. 113. For "*William Henry Lee*," read Richard Henry Lee. This is manifestly a *lapsus pennæ*, which strangely escaped correction in the frequent proof reading. The name is given properly in the earlier History.

P. 115. The allegations in regard to signing the Declaration of Independence are literally true. The statement in the text is substantially correct. The criticism is made on the authority of Lossing.

The subsequent signatures were affixed *nunc pro tunc*—a procedure by no means unusual. Signatures to public documents must always bear this construction, unless the dates are appended to the several signatures. Otherwise the document would be imperfect, inefficacious and inoperative.

The Declaration took effect from the 4th of July, 1776.

To avoid misapprehension or challenge, for "by the members," read: by John Hancock, the President; and add to the note: the other signatures were subsequently affixed.

P. 237. "The Frigate *Merrimac*, * * * plated with railroad iron." Strike out "railroad."

I heard at the time, and had always since heard, that the Merrimac was plated with railroad iron torn up from the railroads running into Portsmouth, at the suggestion of Lieutenant Brooke and Captain Rootes.

In the *Century* for March, 1885, Lieut. John T. Wood, one of the officers on board the Virginia, writes:

* * * "the wood backing was covered with iron plates, rolled at the Tredegar works at Richmond * * * ."

Where did the iron for the plates come from? Was it the railroad iron rolled over at the Tredegar works? *No sabe.*

That the statement in the text rested on a current impression, is shown by contemporaneous testimony :

* * * "the frigate Merrimac, which the Confederates had covered with a heavy plating of iron, and with a roof forward, formed of bars of railroad iron." *American Annual Cyclopædia*, 1861, p. 507, note

* * * "This (the roof) was overlaid with ordinary flat bars of iron four and a half inches thick. Experiments which were made under the care of Lieut. Brooke, showed that this thickness of iron was inadequate, and a layer of railroad iron was added." *Harper's Hist. Gt. Rebellion*, Ch. xiii, Vol. I. p. 250.

There is not leisure at this time to consult the official Records of the Rebellion, in regard to this matter. It is better, therefore, to obviate disputation by striking out "railroad."

P. 266. The phrase 'a majority of one vote,' is awkward, indistinct and open to the charge of incongruity and of inconsistency with the facts. It is almost impossible to devise any concise form of expression which shall be correct and explicit. The vote stood 35 to 19. The acquittal was due to the one negative vote over 18.

Substitute for the incriminated sentence:

Johnson was acquitted, a single vote having prevented the two-thirds vote in the Senate, required for condemnation.

* * * * *

GEO. FRED'K HOLMES.

University of Virginia, 14th March, 1885.

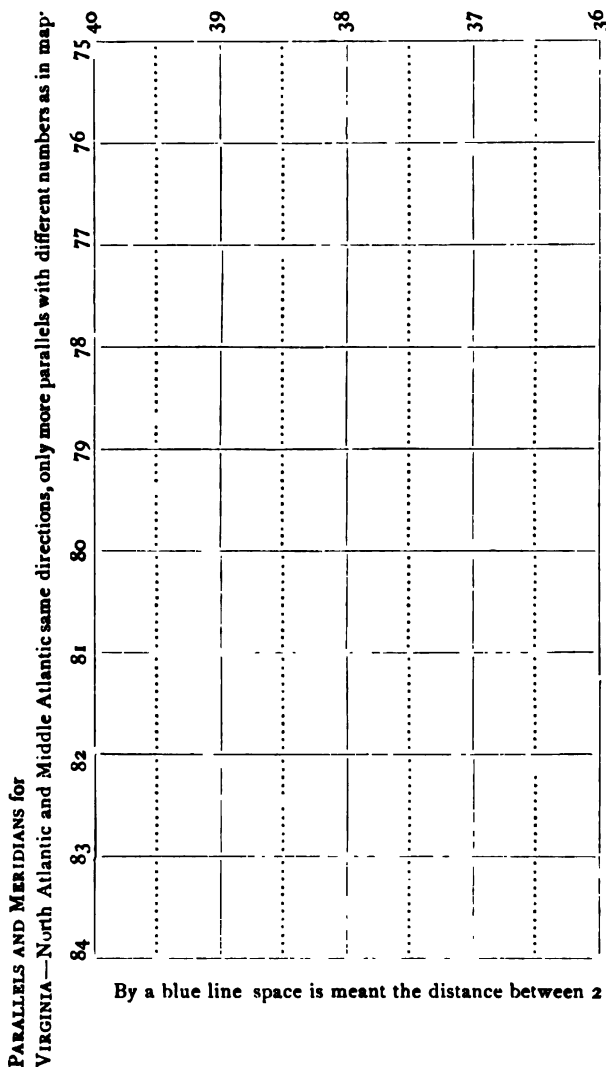
THE teacher's success depends, in a great measure, upon pleasing the people. This does not depend altogether upon the methods of teaching. First, please the pupils. Greet them pleasantly when they arrive in the morning. Help the little ones to get off their wraps and to the fire. Engage with real pleasure in such conversation as the pupils enjoy. Join in their sports. Be ready to give or take a harmless joke. Grant reasonable favors. Praise them for every commendable deed or effort. Accept invitations to the homes of the pupils or to parties in the neighborhood. Talk with the parents about their children, using as much praise as will not injure your conscience. Do not try to "show off." Respect the people with whom you come in contact, and they will respect you.—*Iowa Teacher.*

Map Drawing.

I.

By S. T. PENDLETON, *Richmond, Va., 1885.*

(Copyright.)



Take $\frac{1}{4}$ sheet of foolscap paper with 32 blue lines. Make measure from same sheet by folding $\frac{1}{4}$ inch of left side, creasing, folding again, creasing and tearing off at second crease. Dotted lines are printed to show the blue lines; the parallels hide those under them.

MEASURE FOR MERIDIANS. $1\frac{1}{2}$ blue line spaces between marks.

75— 76— 77— 78— 79— 80— 81— 82—

1. *Number parallels* (every other blue line, the half scale).
2. *To point off for meridians*, put the measure along the 40th (or top) parallel, so that the blue line can be barely seen all the way. Keep the 75° end of measure exactly even with the right margin of the paper, and make dots on the 40th parallel (blue line) exactly under those on the measure. Do the same on the 36° (or bottom) parallel.
3. *Draw the meridians* by connecting the dots.
4. *Draw the parallels* last. But if no blue lines, as on a slate, point off for parallels and draw them as directed above for meridians from marks on other side of measure, *two* blue line spaces apart.
5. *To draw the map*. Notice points of the map about the centre of a rectangle made by 2 parallels and 2 meridians, or at the corner, or half-way between 2 parallels or meridians (or third-way, &c.), and mark on these parallels and meridians at the same positions, and then connect the marks where necessary, as, for a river.

For any other scale take a strip of paper as long as you wish the distance between two parallels, double it twice to divide into 4 equal parts; then 3 of these parts is the distance between the meridians and 4 between the parallels. *The distance between the meridians at 40° is to the distance between the parallels as 3 to 4, always, in a map of any size, and in any map.* This $\frac{1}{2}$ scale suits ordinary class work and it can be repeated oftener to draw from memory. In the full scale, which is about the scale of the map, we put 4 blue line spaces between the parallels and 3 between the meridians; other directions are the same as above. Many prefer the full scale. Then again, some take a foot rule, and use $\frac{3}{8}$ or $\frac{1}{4}$ inch as the unit instead of $\frac{1}{2}$ blue line space as the unit for the half scale, or 1 blue line space as the unit for the full scale.

This article is published to show more in detail the exact work of a class using the half scale, carrying out the system of map drawing heretofore published in pamphlet by the author. The half-scale was taken because it could be printed on a page of the JOURNAL.

To get distances. $3 \times 17\frac{1}{2} = 53$ miles to 1 degree of longitude.
 $4 \times 17\frac{1}{2} = 70$ miles to 1 degree of latitude. Virginia is 8 degrees long $= 8 \times 53 = 424$ miles, and it is 3 degrees wide $= 3 \times 70 = 210$ miles.

—Wit to get is desirable; but wisdom to keep is more excellent.—
Anthony Aston.

Why March 4th is Inauguration Day.

The question is often asked, why the fourth day of March was established as the beginning of our quadrennial presidential term.

March was formerly the first month of the year. The Roman year, and until 1752, the legal English and Virginia year began on the 25th of March. Such was the case in France till, in 1564, Charles IX decreed the first of January should begin the year. Scotland enacted the French date, as the beginning of the legal year, in 1599.

This historical fact, however, has nothing to do with the beginning of our presidential olympiads.

The State legislatures were tardy in adopting the Constitution submitted to them by the convention that framed it. They agreed to it in the following order: Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, and on the 21st of June, 1788, New Hampshire made up the quorum of nine states that had ratified the Constitution, "for better or for worse." Virginia followed five days after New Hampshire, and New York a month later. In Virginia such patriots as George Mason, Patrick Henry and Richard Henry Lee earnestly opposed the adoption of the Constitution framed by the convention over which George Washington had presided.

As soon as the certificates of ratification by a sufficient number of states were received, Congress appointed the first Wednesday of January, 1789, for the election by the people of presidential electors according to the provision of the Constitution, and fixed the first Wednesday of February for the meeting of said electors, since fancifully called the "college," to cast their votes, and the first Wednesday of March for the organization of the new government in the city of New York. Wednesday, coming at the middle of the week, was a convenient day for the three duties incidental to the organization of the new confederation among the nations of the earth. The first Wednesdays of three successive months were manifestly chosen for convenience and avoidance of unnecessary delay.

It was not till April 6th that the Senate was organized with Senator Langdon, of New Hampshire, temporary president, so that the votes could be counted in Congress. Washington was the unanimous choice of the electors, and with official notice of the result, Charles Thomson, secretary of the senate, reached Mount Vernon

April 14th, delivered his letter to the president in the field and both set out for New York, the temporary capital, on the morning of the 16th. That night Washington wrote in his diary, "at ten o'clock I bade adieu to Mount Vernon, to private life and to domestic felicity." His route was literally strewn with flowers, and on the 30th of April he took the oath of office in front of the old City Hall, on the site of the Custom House of New York. After delivering his inaugural speech in the senate chamber the president went to St. Paul's church for worship, and then to his boarding house in Cherry street.

On landing at Murray's wharf, from a barge propelled by thirteen pilots in white uniform, amid the salute of thirteen guns and deafening cheers, he walked to his rooms, declining an elegant carriage provided at the landing, from which a carpet had been spread to the carriage door.

It is a curious fact that the first Constitutional Congress met on Wednesday the 4th of March, and that none but democratic presidents have ever been inaugurated on Wednesdays. The four presidents entering their official terms on Wednesday have been Jefferson, 1801, Jackson, 1829, Buchanan, 1857, and Cleveland, 1885. The next inaugural Wednesdays will be in 1925, 1953, 1981, 2009, 2037, 2065 and 2093. By precedent established throughout the 19th century all presidents elected for the terms beginning as above should be democrats. Only three times in the century to expire with the present administration has the inaugural fourth of March come on Sunday. Monroe was inaugurated Monday, March 5th, 1821, Taylor, March 5th, 1849 and Hayes, March 5th, 1877. Of course such recurrences must be every twenty-eight years except when eight years come without an intervening leap-year, as will be the case from 1896 to 1904 but it will not be the case again for two hundred years.

An incident at the first inauguration will be of interest to all. The first person to grasp the hand of the president after the inaugural ceremony was Richard Henry Lee, the playmate of his boyhood, to whom George Washington wrote his first letter, when both were nine years old. George wrote to Richard: "I am going to get a whip-top soon, and you may see it and whip it." Forty-eight years afterwards the "American Cicero," and mover of the resolution to declare independence embraced in congratulation the "American Fabius" and "Cincinnatus of the West" whose sword had led his countrymen to victory in support of that declaration, and whose wise patriotism first guided the ship of state in its perilous and untried voyage. A learned astronomer has said, "the laws of spinning tops

and revolving worlds are the same." The laws of good boys and good men are also identical. The highest compliment ever paid to Washington was in the simple declaration of his aged mother, "George always was a good boy."—*N. B. Webster.*

Norfolk, Va.

How to Study.

BY W. HARPER, MAINE.

The following points were prepared by the writer for the use of his own school. Many of them may be profitably enlarged upon by the teacher.

Thousands fail in all departments of labor and enterprise for want of sufficiently understanding the principles which underlie success. Many fail, or partly fail, in study for the same reason. But nowhere else is success more important than here.

CONDITIONS.

1. The first requisite is good health. Mental labor taxes the energies even more than physical. A reasonable amount of exercise, plenty of nourishing food, pure air, and an abundance of sleep are indispensable. At the same time mental, like physical labor, is, in itself, healthful; and even those whose health is not vigorous will not only not be injured, but many even be benefited, by a moderate amount of it.

2. Success comes to no one without earnest, diligent, and patient effort. "There is no royal road to learning." Do not expect it.

3. Cultivate a love for study. The great truths of science and the treasures of literature are worth all the labor it can cost to possess them. To even half appreciate them will give study a constant attraction.

4. Let your school work have the first place in your interest. "Ye cannot serve two masters." Your evenings should never be spent in such a way as to make it difficult to do good work next day.

5. Never yield to discouragement. To succeed anywhere requires courage and perseverance, and all have their times when things do not look bright. If it is hard to attain excellence in one study, in others it will not be. *Labor omnia vincit*—the phrase, too, dates back to the time of the ancients, and has been found true ever since.

6. Do not worry about results. Those who are really diligent and

persevering will always "pass," and with creditable rank; they will also constantly gain power to do better.

METHODS.

1. Do all work thoroughly. Without the spirit of thoroughness it is only a question of time when you will fail and drop out of school with more or less aversion to study—a poor preparation for success afterward.

2. Prepare *every lesson* thoroughly. In no other way is thoroughness possible.

3. Let your object be to master the subject, rather than the text-book.

4. Beware of imagining that you can make up deficiencies "any time." You cannot. To plan in that way is to arrange for failure. Every future time is likely to bring even more, and probably more imperative, claims on your time than the present.

5. Make your time count. Do not spend an hour, as it is very easy to do, on work that might be as well or better done in half an hour. Form and maintain good habits of study; the effort required will be repaid with high interest. Without energetic and self-denying effort no one has a right to expect success. Study means work, not play.

6. Do not study without thinking. "Read not to believe and take for granted, but to weigh and consider." "To read passively to learn is, in reality, not to learn at all." Not what you cram, but what you assimilate, is the measure of success.

7. Subjects in which you have most interest may properly receive more attention than others. Your success in life may depend on what you can do in those lines. But good work should be done in all.

8. Liberal and constant use should be made of all books of reference within reach. Without this a high grade of scholarship is hardly possible. Occasional more extended reading than the reference in hand requires will also be useful.

9. Be alert to acquire general knowledge by reading, conversation, inquiry or observation as you have opportunity. Much of the most valuable knowledge is found outside of text-books. It is an excellent plan to have a library, however small, and one or more periodicals of your own. The supplementary knowledge thus gained will

also make that acquired in your school-work more practical and valuable.

10. Your motto will naturally be either "as much as possible" or "as little as possible." Let it be the right one.—*N. E. Journal of Education.*

Influence of Good Books.

By JOHN B. PEASLEE, Ph. D., *Superintendent of Schools, Cincinnati, O.*

One of the greatest powers for evil is the low and degrading writings our boys and girls are reading. Teachers and parents, I fear, are not fully aroused to the terrible influence this reading is having upon the lives and characters of the young. How frequently do we read in the daily papers of boys running away from home with cards, revolvers, and dime novels in their pockets. Yet, compared with vast numbers of our youth who are demoralized by pernicious reading, the cases that are reported in public print are the exceptions. The influence of this reading is seen in the slang language in which our youth indulge; in their disrespect for parental authority; in their treatment of the aged; in the wrong ideas of life which they entertain; and in the general spirit of insubordination. Let us look at the circumstances in which our youth are placed in regard to literature. At the homes of a large part of them there is scarcely a book, except the text books of the children themselves. At the home of the majority of those remaining may be found a few books upon the parlor table, which are usually considered by the parents as too nice for the children to read. It is safe to say that very few indeed of our youth have access to a good home-library. That child who is trained at home to a love of reading good books is the exception. Is it any wonder, then, that our youth yield to the temptations to read the worst kind of story papers and novels which are everywhere thrown around them? The children are not to blame; there is nothing in their home surroundings to counteract these evil tendencies. Neither the home nor the school has done its full duty in this regard. The parent and the teacher have neglected the obligations devolving upon them of developing in the minds of the young the love of reading good books, which will remain with them through life, and which will largely influence their future lives and characters. Apart from the mere rudiments of an education,

what our children are reading is of far more importance than what studies they are pursuing in school.

In my opinion, a boy who leaves at the end of a common school course with a love of reading good books, is better prepared for a life of honor and influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education combined with a taste for good reading is better equipped for the duties of life than the graduate of the best college or university in the country without such taste. The self-made men who have figured high in State and national councils have, with few exceptions, been men of extensive and judicious reading. In general those who exert the greatest influence on the communities in which they live are the readers of good literature. "From the hour of the invention of printing," says the essayist Whipple, "books, and not kings, were to rule the world. Weapons forged in the mind, keen-edged and brighter than a sunbeam, were to supplant the sword and the battle-axe. Books! lighthouses built on the sea of time! Books! by whose sorcery the whole pageantry of the world's history moves in solemn procession before our eyes! From their pages great souls look down in all their grandeur, undimmed by the faults and follies of earthly existence, consecrated by time." It is therefore one of the first and most sacred duties of parents to surround their children at home with good reading matter. The number of books may be small, but they should be judiciously selected. Standard works of history, biography, and travel, should hold a prominent place in the home collection.

But little can be expected from the great majority of American homes. The important work of instilling into the minds of our youth a love of reading good books devolves almost entirely upon the teachers. I appeal, therefore, to the teachers of our country, to do all in their power to interest their pupils in the writings of good authors, to implant in them, as far as possible, correct literary tastes, to inspire them with a pride which will cause them to disdain to read the low and groveling writings of the day. How can this best be done, is a question worthy the consideration of all educators.—*N. Y. School Journal.*

—Keeping is having.—*C. J. Apperley.*

—Keep what you have got.—*Plautus.*

—To keep a friend is a harder matter than to get a friend.—*Ovid.*

Influence of Education on Crime.

Education is not only essential to usefulness, happiness, and dignity of man, to truest manhood and womanhood, but also to good government and high civilization. An ignorant people needs restraint, repression, visible and strong authority; a wise people may be entrusted with self-government. "The maximum of education is the minimum of government." Civilization, good order and refinement are proportionate to intelligence. Crime is often to be traced to ignorance or improperly developed faculties. The records of any criminal court or penitentiary will show that the criminal classes are largely furnished by illiterates. The President of the Council on Education in Great Britain recently said, "One of the great features of the working of the Education act had been the startling diminution of crime, especially among juveniles." Mr. Foster, the author of the act, in a late speech, referring to the diminution of crime said, "that progress, great and material, had been made in the habits, almost in the natures, of men. * * * The two great causes of the beneficial change are education and temperance. As the school-rooms grow full, prison cells become vacant. * * * It is far cheaper to pay even a moderate schoolmaster than the best of prison wardens." The report of the Bureau of Education for 1872, summing up the evidence of the intimate relation of crime and ignorance, says that one-third of all criminals are totally uneducated, that four-fifths are practically uneducated, and that the proportion of criminals from the illiterate classes is at least tenfold as great as the proportion from those having some education. *Education is not regeneration nor a substitute for it, but developed mental power certainly lessens subjection to lower appetites and brutal instincts. As you multiply mental resources, the taste for the gross and sensual is somewhat corrected and subdued, higher enjoyments are opened, and one's mere impulses are held in check by the habit of thinking and the companionship of good books.*—Dr. J. L. M. Curry.

The most egotistical of the United States—"Me." Most religious—"Mass." Most Asiatic—"Ind." Father of States—"Pa." Most maidenly—"Miss." Best in time of flood—"Ark." Most useful in haying-time—"Mo." Decimal State—"Tenn." State of exclamation—"La." Most astonishing State—"O." Poorest in health—"Ill."

COMMON-SENSE TEACHING.—By what arts, it may be asked, do the teachers at this particular school succeed in suddenly awakening the interest of children in subjects which heretofore have not particularly attracted them? By making them interesting instead of tiresome. How many children will be attracted by the statement that Africa is the division of the world which is the most interesting, and about which the least is known; or that Afrigah, from which its name is supposed to be derived, is said to mean "colony" in the ancient Phœnician, and having been given by the founders of Carthage to their territory, is supposed to have spread to the whole continent?

But children are ever ready for stories and the relation of exciting adventures, and through this faculty, it has been found, they may be led on from one event to another of African history, from one point to another of African topography, till, finally, what heretofore they may be said to have regarded as an unpalatable dose, is successfully administered in the form of a sugar-coated pill.

Instead of beginning at the commencement of African history, at least at the point where our knowledge begins, and gradually working forward through all the dry details, the contrary course would be pursued at the Workingman's School. The children would be told about Stanley and how he found Livingstone. This would naturally lead to Livingstone, and to why Stanley went in search of him. Then would follow the mission that brought Livingstone to Africa; the Nile, and the various conjectures regarding its source, and the reason of the world's impatience to know it; the Niger, and the interesting story of the finding of its course by Richard Lander after his master had failed in a similar attempt. Egypt and the Suez Canal would be gradually worked in as well as the history of the Continent of Africa and its relative position on the earth's surface.—*From "A Project in Industrial Education," by FRANKLIN H. NORTH, in Popular Science Monthly, for March.*

TRUE TEACHING.—Teaching well is difficult and demands special culture and training. "Knowing what should be taught, and how to teach it, is a high art." The education received in schools and colleges is a meagre result compared with what might be accomplished if teachers knew how to teach so as to secure the best results. A good scholar is not necessarily a good teacher. The *what* and the *how* are two very different things. If the art of teaching is founded on the science of education, and the science of education is founded

on the science of the mind, then it is not true that any respectable anybody, any Dogberry, or Squeers, or Dominie Sampson can teach. Any dolt can *hear* a lesson, drill in the multiplication table, teach by rote, but to pursue a rational method in accordance with the nature of the being to be taught, and the orderly evolution of the mind's powers is a higher process. To proceed from simple to complex, particular to general, concrete to abstract, empirical to rational and logical, from observed facts or things to generalized or scientific knowledge, requires training. The Prussians say whatever you would have appear in the life of a nation you must first put into its schools, and whatever you would put into schools must first be put into the teacher.—*Dr. J. L. M. Curry.*

—The reason why many do not improve more from what they hear and see is because the mind is *preoccupied*, and there is no room in it. This is the reason why knowledge does some people so little good. *It can't get in.* It is not what the eye receives, but what the mind takes in that does us good; but if the mind is full already, how can anything else get in? You must put something out in order to put something else in. This is the reason why some people do not understand improved educational methods. Their minds are full of the old.—*N. Y. School Journal.*

A TEXAN school-master replied to an insult from one of his scholars by wit rather than by rod, expulsion from school, or stormy menace. On entering the school house one morning, he read on the black-board, in large letters: "Our teacher is a donkey!" With philosophic composure, and without uttering a word, he merely added to the insulting inscription the word "driver." The mischief-making scholars from that time felt an increasing respect for their teacher in his superiority of office as a driver of donkeys.

Educational theory and practice should proceed from the faith that there is a God at the center of the universe, and a soul at the center of man.—*Normal Teacher.*

HONESTY and intelligence are at the basis of individual, corporate, State and national prosperity. Prosperity comes from honest admin-

istration, honest trade, honest money, honest and intelligent labor, quick and cheap exchange of products. "Individual intelligence and integrity, sustained by public justice, constitute the sole condition, under which permanent prosperity can be the rule among men."

You are making in New Orleans an exposition of your products and resources. That is wise, but your real wealth, real greatness, is not in cotton, lumber, iron, coal, marble, banks, railways, but in the minds and hearts of your boys and girls. Your future glory depends on your efforts and success in making the youth of Alabama intelligent, industrious and virtuous. "To leave them in mental and moral darkness, ignorant, superstitious, indolent, brutal, quarrelsome, and shut up to little, narrow lives, is the surest way on earth" to blight and impoverish the State. "No community that understands its own interest will evade or resist the utmost possible sacrifice for that public education which pays everybody as no other outlay does."—*Dr. J. L. M. Curry's Address before the Legislature of Alabama.*

Outline of Work.

FOR COUNTY INSTITUTES IN THE STATE OF INDIANA.

HYGIENE.

1. Hygiene for the teacher:
 - a. The teacher's liabilities to ill health.
 - b. Overwork.
 - c. Anxiety.
 - d. Care of his diet, rest, sleep.
2. Hygienic observations concerning the school-house and grounds.
 - a. The teacher should visit the house before commencing school.
 - b. He should notice drainage, decaying matter, the outbuildings, the well, &c.
 - c. The lighting of the school-room.
 - d. The heating of the school-room.
 - e. The ventilation of the school-room.
 - f. The arrangement and condition of the seats and desks.
3. Hygienic law applied to the pupil:
 - a. Position of pupils in seats; in school-room.
 - b. Variety required.
 - c. Recesses.
 - d. Uses of eyes.
 - e. Sitting in drafts; by hot stoves.
 - f. Care of clothing.
 - g. Care of person.
 - h. Contagious diseases; Rules to be observed.
 - i. Amount of work to be required of pupils.

- j. Temperance; (1) moderation in right things, (2) abstinence from harmful things.
- k. Athletic sports.
- l. The *will* to be trained to obey hygienic law.

PHYSIOLOGY.

- 1. Purpose of teaching Hygiene and Physiology in schools.
- 2. Methods:
 - a. Commence with the frame-work of the body.
 - b. Give general views first.
 - c. Illustrate with chart, blackboard, skeleton.
 - d. Let oral instruction precede assigned lesson.
 - e. Introduce technical name after the part has been described under the common name.
 - f. How to prepare illustrative material.
 - g. Indicate methods of study to pupils as lessons are assigned.
 - h. Let the recitations be mainly topical.
- 3. Common errors.
 - a. Too much attention relatively to anatomy.
 - b. Too little practical application to real life, etc.
- 4. Matter:
 - a. Frame-work of the body. 1. Bones and joints. 2. Muscles. 3. Skin and appendages.
 - b. Vital processes. 1. Digestion. 2. Circulation. 3. Respiration.

The Nervous System.

- 1. Structure of the System.
 - a. Two kinds of nerve-substance.
 - b. Brain.
 - c. Spinal cord.
 - d. Ganglia, or sympathetic system.
 - e. Cranial nerves.
 - f. Spinal nerves.
 - g. Sympathetic nerves.
- 2. Nature of the system.
 - a. Office of the gray matter. 1. Conscious impulses. 2. Unconscious impulses.
 - b. Office of the white matter. 1. Sensory communications. 2. Motor communications.
 - c. Sense perception. 1. Touch. 2. Taste. 3. Smell. 4. Hearing. 5. Sight.
 - d. Reflex action. 1. Organic centres. 2. Reflex centres. 3. Sensational centres. 4. Ideational centres.

How Nervous System Impaired and Strengthened.

- 1. How indirectly impaired.
 - a. By improper diet.
 - b. By impure air.

- c. By poisonous and debilitating stimulants.
- d. By the lack of proper exercise 1. Physical. 2. Mental.
- e. By insufficient sleep.
- 2. How directly impaired.
 - a. Undue irritation, caused by 1. Harsh punishment. 2. Exorbitant demands for work. 3. Unnatural incentives to work.
 - b. By undue repression. 1. Indefinite assignment of work. 2. Failure to approve work done. 3. Arbitrary restrictive rules.
- 3. How strengthened.
 - a. By proper nutrition.
 - b. By natural incentives to labor.
 - c. By natural rewards of labor.
 - d. By recognition of special powers.

AMERICAN LITERATURE.

1. The first book written in America. (John Smith's History of Virginia, from which most of the accounts of the early history of the Old Dominion are taken. It was published in England.)

2. The earliest phase of American literature, theological and controversial.

a. Reasons for this.

b. Noted theological writers—Thomas Hooker, John Cotton, Roger Williams, etc.

c. Specimens of this period extant—Cotton Mather's "Witchcraft" (a literary curiosity), Edwards on The Will (a standard text-book), etc.

3. The second phase, political and oratorical.

a. Reasons for this.

b. Noted orators—Patrick Henry, of Virginia; Samuel Adams and James Otis, of Massachusetts, and others.

4. Four noted Compositions.

First. The Declaration of Independence. 1. By whom written. 2. When adopted. 3. Its remarkable features.

Second. The Constitution of the United States. 1. By whom written. (Gouverneur Morris.) 2. Adopted by what convention. 3. When adopted. 4. When ratified and declared in force.

Third. The Madison Papers. 1. Their contents. (Full reports of Constitutional Convention, etc.) 2. By whom written. 3. How valuable. (As a commentary on the Constitution.) 4. How long unpublished. (Over fifty years.)

Fourth. The Federalist. 1. When published. 2. Where published. 3. What its object. 4. What its result. 5. Who were its contributors. 6. What was their signature. (Publius.)

Next in order is the more varied literature of the constitutional period. (In presenting the following subjects, it may be well for the Institute instructor to describe the characteristics of the persons, omitting the name, and calling upon the teachers for the name when a character is recognized.)

5. Five great statesmen.

First. Daniel Webster. Char.: 1. Profundity of thought. 2. Clearness of expression. 3. Bold and striking images. 4. Majestic diction and manner.

Second. Henry Clay. Char.: 1. Frank and chivalrous spirit. 2. Freshness and beauty of thought. 3. Gracefulness of language and manner.

Third. John C. Calhoun. Char.: 1. Intense energy of expression. 2. Vehemence in manner. 3. Impressiveness in argument.

Fourth. Charles Sumner. Char.: 1. Finished and scholarly address. 2. Taste and skill in parliamentary oratory. 3. Exhaustive presentation of subject.

Fifth. John Quincy Adams. Char.: 1. Earnestness and persistency. 2. Remarkable knowledge on all subjects. 3. Simplicity of speech.

6. The Poets.

First. The poet of Nature—Bryant.

- a. He interprets Nature in all her forms.
- b. He is happiest in description of American scenery.

Second. The Artistic poet—Longfellow.

- a. Artistic skill in the use of words.
- b. Grace and beauty of style
- c. Perfection of metre and euphony.

Third. The poet of Freedom—Whittier.

- a. Earnestness of appeal.
- b. Tenderness of feeling.
- c. Simplicity of language.

Fourth. The Artificial poet—Holmes.

- a. Keen and pointed wit.
- b. Polished verse, resembling that of Pope.

Fifth. The Martial bard—Halleck.

- a. Power of awakening enthusiasm.
- b. Deep pathos.

7. The Historians.

First. George Bancroft—1. His great work. (History of America, 10 vols.) 2. His industry in collecting scattered records of our early history. 3. His care and skill in ascertaining facts and eliminating the doubtful and false. 4. Dignity of style.

Second. William H. Prescott.—1. Principal works. (Conq. of Mexico, etc.) 2. Unequaled romance of subject. 3. Absorbing interest of narration. 4. Depiction of beautiful scenes and of sublime and terrible tragedies. 5. Graceful and eloquent language.

Third. John Lothrop Motley—1. Principal works. (Rise of the Dutch Republic, John of Barneveld, etc.) 2. Unromantic character of subject—a phlegmatic people of a small, poor and dreary land. 3. Relation of a tremendous and heroic struggle for human liberty. 4. Deep sympathy in the contest between liberty and oppression. 5. Stirring portrayal of heroic spirit. 6. Analysis of character and motive. 7. Pure and elegant style.

8. Authors of Prose Fiction, Belles Lettres.

First. Charles Brockden Brown—Wrote first American novel—Wieland.

Second. James Fennimore Cooper—1. Was the first great novelist. Wrote "The Spy," "The Pilot," etc.

Third. Nathaniel Hawthorne. Wrote "The House of Seven Gables," "The Marble Faun," etc.

Fourth. Washington Irving—1. Principal Works: "The Sketch Book," "The Traveller," etc. 2. Purity of language, recalling the style of Addison. 3. Graceful and elegant diction, resembling that of Goldsmith.

EDITORIAL PARAGRAPHS.

—THE COMMISSIONER OF EDUCATION.—The Bureau of Education was established in 1867, and Henry Barnard, LL.D., was made the first Commissioner. For various reasons, chiefly the want of congressional co-operation and support, the operations were neither extensive nor of considerable importance. In 1870, Dr. Barnard retired and was succeeded by General John Eaton—the present incumbent. The operations of the Bureau have been greatly enlarged. For teachers it is the department of the Government in which they have the greatest direct interest. Its duties are the collection of school statistics and such an interpretation of them as will make them useful to educators; the comparison of school systems in different communities, States and countries; the collection and dissemination of the results of all important experiments in new and special methods of school instruction and management; and the diffusion of correct ideas of “the value of Education as a quickener of intellectual activities, as a moral renovator, as a multiplier of industry and a consequent producer of wealth, and, finally, as the strength and shield of civil liberty.” This information is diffused by means of the *Annual Reports*, by occasional *Circulars of Information* and by *written answers to inquiries* on school matters addressed to the Commissioner. It has no power to demand information, but is entirely dependent for its information upon the courtesy of those to whom its inquiries are addressed. The Bureau has been organized and administered and brought to a high state of efficiency, though it still needs the fostering care of Congress to secure the highest results. This has been accomplished through the exertions of the present able Commissioner, who, by his fine administrative ability, his untiring industry, his admirable generalizations and his broad treatment of educational questions, has made the Bureau a most important factor in the educational work of this country. The change of Federal Administration may occasion a change in the chief officer of this department, yet it would be a graceful act on the part of President Cleveland to retain in office a man of so much experience in a difficult work, and one whose administration has been characterized by so much ability, and by the absence of partisan bias.

—EDUCATION is the title of a Bi-monthly Magazine published in Boston by the New England Publishing Company. It occupies a position that is not filled by any of our other magazines. It is devoted exclusively to Educational subjects, and spreads upon its pages the best thought of the best educators of our country. It is a necessity to the teacher who wishes to keep thoroughly posted. The number for March-April contains, as a frontispiece, a likeness of the Rev. Rufus Anderson, D. D., LL.D. This is followed by A National University, Rev. A. D. Mayo; Historic Illustrations of Superior Teaching, J. A. Reinhart, Ph. D.; The Course of Study in Princeton College, James McCosh, LL.D.; Art in Schools, Archdeacon Farrar; A Treatise on Psychology, Louisa P. Hopkins; The Normal School Problem, Prof. W. H. Payne; Progress in Teaching the Classics, E. T. Tomlinson, A. M.; Oral Instruction, Rose C. Swart; Report on Geometry, Prof. C. H. Smith; The Arnolds as Educationists, William Soleman, Eng.; Editorial—Rev. Rufus Anderson, D. D., LL.D.; Circular Letter on Recess and No Recess in Schools; Foreign Notes.

Price, \$4. With the JOURNAL, \$4.50.

—We publish in this number the first of a series of articles on Map Drawing, by Prof. S. T. Pendleton. It is a system which has been arranged by Prof. Pendleton, and has been in successful use in the Richmond schools for a number of years. The work done according to this method has been excellent. It combines more valuable features than any system known to us. We commend it to our readers in full confidence that if they will give it a thorough examination and carefully carry out in their schools the directions given for its use, they will secure very satisfactory results.

—We call the attention of our readers to the advertisement, which we publish elsewhere, of the *New York Times*. It is one of the great newspapers for which New York is so justly celebrated. It utilizes the vast facilities at its disposal to present each day to its readers an immense volume of news from all parts of the world. In politics it is Independent Republican.

—The next meeting of the National Educational Association will be held at Saratoga, July 14-18.

The Board of Education of that city together with other citizens will arrange and organize committees to perfect all local arrangements. They have extended the heartiest welcome to the Association. Railroad fares as well as hotel rates will be greatly reduced, and a thousand boarding-places in the city at about a dollar a day are to be secured. It is hoped that the meeting will be largely attended.

Book Notices.

JOHNSON'S NEW UNIVERSAL CYCLOPÆDIA. A Scientific and Popular Treasury of Useful Knowledge. Illustrated with Maps, Plans and Engravings. Editors-in-Chief, F. A. P. Barnard, S. T. D., LL.D., &c., Pres. Columbia College, New York, and Arnold Guyot, Ph. D., LL.D., &c., Prof. Geology and Physical Geography, College of N. J., with a full staff of Associate Editors. Complete in four volumes, including appendix. New York: A. J. Johnson & Co., 1884.

This work originated in the need of a book for busy and practical men—active workers—who wanted facts and principles stated clearly, succinctly and accurately, with little of discussion or of critical opinion. It was undertaken at the suggestion of Horace Greeley whose experience as the editor of a large and influential newspaper made him thoroughly acquainted with the needs, in this direction, of a busy man, and well-qualified him to indicate how they might be met. His suggestions embodied three principal ideas. The busy man's cyclopædia should be, first of all, a *table book*; secondly, it should be *preëminently a book of facts*; and, thirdly, it should be *severely and uniformly accurate and brought up to the actual state of knowledge at the date of publication*. The editorial staff was organized with Pres. Barnard and Prof. Guyot as editors-in-chief; thirty-one associate editors, each specially distinguished in the department over which he presided; and a large number of eminent writers of special articles. Great pains have been taken to produce the original ideal. Each article undergoes the inspection and criticism of the department editor, who modifies it as his judgment dictates. We have examined a number of the articles and find that the subjects are treated clearly and briefly, yet comprehensively enough to give the reader a distinct and correct idea of the matter in hand. The important points are

seized upon to the exclusion of minute details. The publishers propose to keep the work abreast of the advance of knowledge by issuing biennial Supplements which are furnished to regular subscribers at actual cost. Its intrinsic value and its comparative cheapness ought to commend it to those needing such a work. Full particulars in reference to it may be obtained from the Publishers, 11 G. Jones Street, New York, or A. H. Dooley, Gen. Manager, Cor. 10th and Main Sts., Richmond, Va.

THE BOOK OF TRAVELS OF A DOCTOR OF PHYSIC. Containing his Observations Made in Certain Portions of the Two Continents. Philadelphia: J. B. Lippincott & Co., 1871. Price, in paper binding, 50 cents.

In December, 1868, the author, a physician of this city, set out on his travels as medical adviser and companion to an invalid friend who proposed visiting Florida, Cuba and Southern Europe, in the hope that the mild climate of these regions might restore his enfeebled health. The book records the observations of a well-read man, of active mind, accurate observation, great industry in acquiring information, and of overflowing humor. He recalls, as he passes through the historic countries of the Old World, the fine pictures of their palmy days, notes their deadness to all progress, and compares them with the keenly progressive spirit of the United States. His narrative is full of a delightful humor which, though sometimes a little broad, shows the pleasant side of everything, even his own discomforts; which enlivens his narrative and makes the reader feel that he is himself a participant in the events described. If our readers desire entertainment of this sort, they need not seek it in the Mark Twains and Artemus Wards of some distant State, but can find in this volume—a home product—equal enjoyment, and no less profit.

For sale by West, Johnston & Co., 911 Main street.

THE THREE PRONUNCIATIONS OF LATIN. The Claims of each Presented, and Special Reasons given for the Use of the English Mode. By M. M. Fisher, D. D., LL.D., Prof. of Latin, in the Univ. of Mo. Third Edition, Revised and Enlarged. New York: D. Appleton & Co., 1885.

The author, the professor of Latin in the University of Missouri, gives in this volume the results of his study and meditation on the subject of the pronunciation of Latin for the past fifteen years. The Continental is dismissed with a brief discussion as being a *fiction*, there being no settled mode to which the name could be rightfully applied. His discussion of the Roman method is full and minute, and while it is always safe to learn the arguments for any position from its friends, it is impossible to deny the author's effort to state them fairly. He is, himself, distinctly in favor of the English method, and this fact is apparent through the whole discussion. Perhaps no more able presentation of that side of the question has been published. The arguments are presented with fulness, force and clearness. To those interested the book is one of much value, not only for the direct treatment, but for the collateral information conveyed.

LUDLOW'S CONCENTRIC CHART OF HISTORY, Giving at a Glance the Separate and Contemporaneous History of each Century of the United States, England, Scotland, Ireland, France, Germany, Spain, Italy, Sweden, Denmark, Norway, Netherlands, Russia, Turks, Greece (ancient), Greece (modern), India, Egypt (ancient), Egypt (modern), Lydia, Phoenicia; also the Jews, the Popes, the Church, Modern Painters, Sculptors, Architects, Literateurs, etc.; also the Roman

Republic, Roman Empire, Ancient Arts, Ancient Literature, etc., etc., etc. Invented and Compiled by James M. Ludlow, D. D. Price, \$2.00.

Each chart consists of 30 segments. These segments, turning on a common centre, can be closed so as to show only *one* segment; or two or more (any two) can be brought to view, and as the *century circles* on each are the same, by tracing one circle around several segments, the contemporaneous history of each of the countries so exposed, is at once brought before the eye. The device will thus serve as an important aid in comparing and remembering historical events.

A valuable feature of the chart is that it is so bound together that it can receive additions, either as prepared by the author or such as may be arranged from the student's own note-book. Funk & Wagnalls, Publishers, 10 and 12 Dey street, New York.

ADVANCED COURSE OF COMPOSITION AND RHETORIC. A Series of Practical Lessons on the English Language, Punctuation, Criticism, Figures, Style, &c. By G. P. Quackenbos, LL.D. Revised and Corrected by John D. Quackenbos, A. M., M. D., Adj. Prof. of Rhetoric and English Literature, Columbia College. New York: D. Appleton & Co., 1885.

A book that has been in successful use in the schools for thirty years proclaims in the statement of that fact its highest commendation. Yet in that time philology has greatly advanced, the standards of taste have undergone some change, and the views of critics have altered. To meet these advances this old and popular work has been thoroughly revised, and by the addition of new matter and needed changes in the old has been made to represent the results of the latest scholarship. Our teachers of English will find it a valuable aid.

Publishers' Notes.

—The Companion to the Revised Old Testament. Showing what changes were made by the Revisers, and the reasons for making them. By Talbot W. Chambers, D. D., a member of the Old Testament Revision Committee.

The preparation of this useful and well-nigh indispensable work, in connection with the appearance of the long expected Revised Old Testament, could not have fallen into better hands. Dr. Chambers was a most valued member of the Revision Committee, and is, besides, a ripe and accomplished scholar and Biblical critic. Moreover, he is thoroughly trustworthy, conscientious and painstaking in all his literary work.

"The Companion to the Revised Old Testament" will be about the size of Robert's Companion to the New Testament, possibly a little larger. It will discuss the need of a revision, and the method of making it; then consider the original text of the Old Testament and follow this with a mention of the changes made and the reasons for making them, from Genesis to Malachi, concluding with a list of the Old Testament Revisers, British and American, and their Bibliography.

The work will be timely and welcome to all who purchase and desire to understand and appreciate the merits of the Old Testament Revision.

This book will be issued simultaneously with the Revised Old Testament which will appear, approximately, May 15. Those desiring the work should notify imme-

diately, by postal, the publishers, Messrs. Funk & Wagnalls, 10 and 12, Dey street, New York. Price, \$1.00.

—The Diaphragm and its Functions: considered specially in its relations to respiration and the production of voice. By J. M. W. Kitchen, M. D. *The Voice* first prize essay. Edgar S. Werner, Publisher, Albany, N. Y. Flexible cloth, \$1 net, postpaid.

To this treatise was awarded the first prize offered by *The Voice*, competition being open to all writers, foreign as well as American. Without doubt it is the best work on this organ in any language. The anatomical division of the subject treats of the diaphragm's location, general shape, gross composite parts, origin, openings, tendon and muscular fibres, minute anatomy, blood-supply, lymphatic and nervous supply, relations, embryology and history of development, comparative anatomy and important co-operative structures. The physiological part discusses the function of respiration generally, the movements and varieties of respiration, the action of the respiratory muscles, respiratory action and change of shape and respiratory rhythm of the diaphragm, control of the diaphragm's action, incidental functions of the diaphragm, change of shape in the trunk during respiration, differences in male and female breathing, certain natural phenomena that occur synchronously with the action of the diaphragm, relation of the circulation of the blood to the action of the diaphragm, actions of the diaphragm resulting from extraordinary causes, the comparative physiology of the diaphragm, and functional development of the organ. Under the hygienic heading is considered the diseased conditions to which the diaphragm is subject, the conditions essential to its nurture and healthy action, corset and waist-constriction, special exercise of the diaphragm, how to breathe, &c. An appendix, written a year subsequent to the essay itself, gives practical conclusions and advice. The book is valuable both for the medical and vocal professions.

—Messrs. Funk & Wagnalls, of New York, will publish, early in May, a book by Dr. Schaff, under the title "The Oldest Church Manual," called "TEACHING OF THE APOSTLES," with Illustrations and Fac-similes of the Jerusalem MS., and cognate documents; with full discussion of the subject.

This will be the latest and fullest work on this remarkable book recently discovered by Bryennios, the Metropolitan of Nicomedia. It will give the text of the "Teaching" in Greek and English, with a Commentary, and all the cognate documents (the Apostolic Church Order, the Coptic Canons, the Seventh Book of the Apostolic Constitutions), with translations, and a number of Chapters of Discussions connected with the subject. These chapters will give an account of the manuscript and its discovery, a sketch of Dr. Bryennios, an analysis of the contents, an estimate of its theology and general value. They inquire into the age and authorship, and its relation to similar documents of the first and second centuries. The questions of the primitive mode of baptism, and the administration of the Lord's Supper and Agapæ receive large attention. So also the primitive officers of the Church mentioned in the *Didache*, as Apostles, Prophets, Bishops and Deacons. The book is an important contribution to the history of the post-Apostolic Age.

—A souvenir of Reunion Day, Nov. 4, 1884. "Reunion Medley" is the taking title of an Instrumental composition, arranged by J. A. Bates, for Piano or Par-

lor Organ, and inscribed "to Grover Cleveland, the people's choice" whose honest face graces the Elegant Lithographic Title-Page. The piece is a musical reminiscence of Union, Disunion and Reunion, showing "Uncle Sam's Happy Family Many Years Ago," "Family troubles, 1860," "A difference of opinion," "Katy did," "Katy didn't," "The first Gun," "A regular fracas, 1861-65," "Off to the Field," "The Boys in Gray," "The Boys in Blue," "The Harvest of Death," "Mourning Homes," "Appomattox," "Reconstruction's Dark Night," "Light at Last," "The Day of Jubilee, Nov. 4, '84. The Red, White and Blue, Dixie, Yankee Doodle, Bonnie Blue Flag, Vacant Chair, Conquered Banner, Hard Times, America, and other popular War and Home Melodies are introduced.

This musical novelty must please immensely. Every Democrat, North and South, who voted for Cleveland and Reform, will want it. Published by Ludden & Bates, Savannah, Ga. Price, 50 cents; mailed, postpaid, for only 25 cents.

—NOTE FROM THE CENTURY CO.—A NEW DAY OF ISSUE FOR "THE CENTURY."—The editions of *The Century Magazine* are now so large that it has become necessary either to go to press at an earlier date or to postpone the day of issue. The latter alternative has been accepted. The April number, the edition of which was 225,000, was delayed until the 25th of March. The May number—edition 250,000—will be issued on the 1st day of May, thus inaugurating with the first number of the thirtieth volume a change which has long been considered desirable by the publishers, and which it is believed will be heartily commended by the public. Future numbers of *The Century Magazine* will be issued on the 1st day of the month of which each bears date.

—A second edition of 4,000 copies of "*Quincy Methods*," on heavier paper is nearly ready. The first edition was exhausted within four weeks of publication.

—J. G. FITCH's Lectures on Teaching will be published about June 1, in a very neat and handy form and bound both in paper and cloth covers. This book has been a standard work on teaching in England for several years. E. L. Kellogg & Co., N. Y., publishers.

—E. L. KELLOGG & Co., of New York, will publish during the summer, "*Tate's Philosophy of Education*," revised and annotated by Dr. Edward E. Sheib, Principal of the Louisiana State Normal School.

—MR. E. C. GARDNER, the eminent architectural writer, is engaged in preparing a volume on "School Architecture." The work will be fully up to the times. The designs will be artistic and practical, and include many buildings of moderate price. E. L. Kellogg & Co., of New York are to publish it.

—LATINE.—The English supplement of the Latin monthly, *LATINE*, is a very valuable feature of that unique periodical, and interests not only teachers but all wide-awake readers.

—We should think every student of Latin would be interested in the profusely

illustrated English "Letter from Old Rome," running as a serial in *LATINE*, which has also had two Latin Letters from Rome by W. L. Cowles, of Amherst College.

—*LATINE* is giving Latinists the first "*Antibarbarus*" which we have seen in English. The current number also contains a skillfully arranged "Curriculum in Latin Style," which must be very valuable to teachers of Latin. D. Appleton & Co.

Books Received.

NAME.	AUTHOR.	PUBLISHER.	PRICE.
Colloquial Exercises and Select German Reader.....	Wm. Deutsch.....	Ginn, Heath & Co.....	\$1.00
The Water Babies.....	Rev. Charles Kingsley..	" "	.40
The Heroes: or Greek Fairy Tales.....	" "	" "	.40
Tales from Shakespeare.....	Charles and Mary Lamb.	" "	.43
Primer and First Reader.....	E. A. Turner.....	" "	.24
Methods of Teaching History.....	Prof. G. Stanley Hall...	" "	1.50
Emile: or Concerning Education.....	Jean Jacques Rousseau..	" "	.80
Handbook of Latin Writing.....	H. Preble & C. K. Parker	" "	.55
Book of Cats and Dogs.....	James Johnnot.....	D. Appleton & Co.....	
Chart Primer.....	Rebecca D. Rickoff.....	" "	
Principles of General Grammar.....	J. Roemer, LL.D.....	" "	
Elements of English Speech.....	Isaac B. Choate.....	" "	
Elements of Geometry.....	Ell B. Tappan, LL.D...	" "	
The New Physics.....	John Trowbridge.....	" "	
French Conversation.....	J. D. Gaillard.....	" "	
Elementary History, U. S.....	G. P. Quackenbos, LL.D.	" "	
Maryland.....	Wm. Hand Browne.....	Houghton, Mifflin & Co..	1.25
John Marshall.....	Allan B. Magruder.....	" " "	1.25
Analytical Elocution.....	James E. Murdock.....	Van Antwerp, Bragg & Co.	1.00
Lessons in Chemistry.....	Wm. H. Greene, M. D...	J. B. Lippincott & Co....	1.25
Anatomy, Physiology and Hygiene.....	John C. Cutler, B.S., M.D	" " "	1.00
Our Bodies: or How We live.....	A. F. Blaisdell: M. D....	Lee & Shepard.....	.60
Vocal and Action-Language.....	E. N. Kirby.....	" "	1.25
New Physical Geography.....	James Montalith.....	A. S. Barnes & Co.....	
History of the United States.....	Horace E. Scudder.....	J. H. Butler.....	1.00
Madam How and Lady Why.....	Charles Kingsley.....	Macmillan & Co.....	.50
Practical Work in the School-Room.....	S. T. Buckalew & M. W. Lewis.....	A. Lovell & Co.....	.25
English History in Rhyme.....	M. B. Gardner.....	The Stafford Printing Co.	.50
Humorous and Dramatic Recitations, Nos. 1, 2, 3, 4, 5.	Eugene J. Hall.....	Eugene J. Hall.....each	.10
English-German and German-English Dictionary.....	J. F. L. Tafel & L. H. Tafel.....	J. Kohler.....	1.50
Dialogues.....	Mrs. J. W. Shoemaker.	Nat. School Elocution and Oratory	1.00
Handy Companion.....	Edited by Corps of Experts	J. R. Holcomb & Co.....	.80

The Magazines.

LIPPINCOTT'S MAGAZINE for April, now ready, contains: On this Side, a story, part IV, by F. C. Baylor; Glimpses of Peking, by C. F. Gordon Cumming; Rosa Herkheim, a story, by W. W. Crane; Psycho Research, by Charles Morris; Studies in a Lake Port, by Charles Burr Todd; La Foverth, a story, by S. M. Ely; The Confederate Flag, by Frank G. Carpenter; By Parna's Grave, a story, by Charles Dunning; The New Orleans Exposition, second paper, by Edward C. Bruce; Mary Agnes Tinker's charming story, Aurora, is continued. A number of Short Stories, Poems, and Articles of Interest upon Current Topics also appear.

THE ATLANTIC MONTHLY for April. Contents: The Prophet of the Great Smoky Mountains, VI-VIII—Charles Egbert Craddock; Political Economy and the Civil War—J. Lawrence Langhila; Flammetta—Helen Gray Cone; A Marsh Island, XI-XIV—Sarah Orne Jewett; An Unclassified Philosopher—Frederick D. Storey; Oresund—Norma Perry; Madame Mohl, her Salon and her Friends—fourth paper—Kathleen O'Meara; A Russian in Feathers—Olive Thorne Miller; George Frederick Handle, 1686-1686—J. S. Dwight; A Country Gentleman, XI-XIII—M. O. W. Oliphant; The Strange Guest—Edith M. Thomas; The New Portfolio, IV-VI, with Poem: The Old Song—Oliver Wendell Holmes; Easter Lilies—John B. Tabb; Fate Dominant—Frank R. Stockton; Time in Shakespeare's Plays—Henry A. Clapp; Professional Poetry; Gomme's Edition of Gray's Works; The Contributors' Club; Books of the Month.

CONTENTS OF ST. NICHOLAS for April.—Frontispiece: "The Gilded Boy," The Gilded Boy, illustrated; Easter Lilies, picture; The Conscientious Cat, six illustrations; A Prize for Every One, jingle, illustrated; Back Again, poem—Celia Thaxter, illustrated; His One Fault, ch. XIII, XIV, XV—J. T. Trowbridge; Who's Afraid in the Dark? verses, illustrated; Little Sailor Jack in England, illustrated; Driven Back to Eden, chapter III—E. P. Roe, five illustrations; Historic Girls, II, Zenobia of Palmyra—E. S. Brooks, three illustrations; Five Little Maids, jingle; The Boys' Club—Charles Barnard, six illustrations; A Fool's Wisdom, verses, four illustrations; "I Have a Little Laddie," jingle; Easter Morning, two full-page pictures; Ready for Business, II, A Practical Chemist; "Love is Blind," verses; "Uncle Ben," poem; Among the Law-makers, ch. X, XI; The Robin and the Chicken, verses; "The Grand Pacific," verses; From Bach to Wagner, I. Bach; The Children of the Cold, II, seven illustrations; Jack-in-the-Pulpit, illustrated; For Very Little Folk—My Little House, four illustrations; The Prize Stories for Girls—Report of the Committee; Editorial Notes; The Letter-box; The Agents Association; The Riddle-box, illustrated; Cartoons for Children.

POPULAR SCIENCE MONTHLY.—Contents for April: The Character and Discipline of Political Economy; The Nervous System and Consciousness, illustrated; Cholera, III—Propagation; A Chapter in Fire Insurance; Cumberland Sound and its Eskimos; Religious Value of the Unknowable; Liquor Legislation; Aristotle as a Zoologist; Apiculture; Structure and Division of the Organic Cell; The Chemistry of Cookery; Internal Arrangement of Town Houses; Sketch of Professor John Trowbridge, with portrait. Correspondence: Causes of the Ohio Floods; Do Animals foretell the Weather? Medical Expert Testimony. Editor's Table: Progress at Harvard; The Scylla and Charybdis of Administration. Literary Notices; Popular Miscellany; Notes.

THE APRIL CENTURY.—In the April number of The Century Admiral David D. Porter contributes to the War Series a striking paper on "The Opening of the Lower Mississippi." While Admiral Farragut led the men-of-war past the New Orleans forts, Porter paved the way for and supported the attack with the Mortar Fleet. At the beginning of his paper Admiral Porter speaks of the New Orleans Campaign as "the most important event of the War of the Rebellion, with the exception of the fall of Richmond." He writes from a knowledge of the secret history of the campaign, and has made graphic descriptions of the many stirring incidents which befel the fleet in its memorable battle with Forts Jackson and St. Phillip. Accompanying the article are portraits of Admiral Farragut, Admiral Porter, Captain Theodorus Bailey, General Butler, who was in command of the land forces, General Lovell, the Confederate commander, and other leading participants in the conflict. Besides the portraits there are more than twenty-five maps, plans, and pictures of incidents, most of the latter being after designs by Admiral Porter. George W. Cable, in a brief article, gives a spirited description, from personal observation, of "New Orleans before the Capture."

THE NORTH AMERICAN REVIEW for April.—Contents: A Study of Prison Management, Charles Dudley Warner; The Law's Delay, Chief-Justice T. F. Hargis; Free Thought in America, Eo. Buchanan; Characteristics of Persian Poetry, A. R. Spofford; The Agricultural Crisis in England, Wm. E. Bear; How to Reform English Spelling, Prof. T. W. Hunt; The Army of the Discontented, T. V. Powderly; Comments.

OUR LITTLE ONES and **THE NURSERY** for April has been received. In matter and illustrations it is fully up to its usual high standard.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Summer Institutes.

The great interest taken in these Institutes is manifested by the lively competition that has been going on over the locations of same, applications having been filed by Staunton, Fredericksburg, Salem, Marion, Edenburg, Front Royal, and Woodstock.

After a careful examination of all the papers filed from each point, and with due regard for the geographical location of these Institutes, we have decided to hold them for the white teachers at Staunton, Marion and Fredericksburg, and for the colored teachers at Danville, in addition to the Summer session of the Virginia Normal and Collegiate Institute at Petersburg.

These Institutes will all open between the middle and latter part of July. We are not able to give any definite information at this time as to who will conduct them, or the actual date of the opening of each, but this, with rates of transportation and board, will be given in due time.

We publish the vague propositions of the respective Superintendents, of the points selected, for the information of teachers and school officers, and desire to state, that unless definite and formal propositions be submitted before the official publishing of the details of the Institute by the Superintendents interested, we reserve the right to change the location of any Institute in the jurisdiction of the delinquent Superintendents.

We again urge upon teachers the importance of attending one of these Institutes; they can make their arrangements with a full assurance that they will be held, and can write to the Superintendents for information. We hope that the Superintendents and citizens will make better terms than those given in the following propositions:

Superintendent W. A. Bowles, of Staunton, says: "The School Board of this city and the citizens generally are anxious for one of the Peabody Normals to be held here this Summer. We have eighteen lecture-rooms, with a large amount of blackboard surface,

and in every way well adapted to the purposes of class-rooms. We have secured the basement of a church with a seating capacity for three or four hundred persons, and on 'extra occasions' we can procure, at small cost, the City Opera-House, which has recently been made one of the finest in the State. Accommodations for the teachers have been offered by the citizens as follows:

20 teachers at.....	\$12.00	per month.
22 "	13.00	"
36 "	14.00	"
255 "	15.00	"

We can very safely promise to accommodate any number under 500, and the price in no case shall exceed \$15 per month.

Staunton and Augusta promise.....	175 teachers.
Highland estimated at.....	10 "
Albemarle promises about.....	15 "
Rockbridge promises 25 with a probability of.....	40 "
Rockingham will coöperate and probably send.....	40 "
Page " " "	25 "
Culpeper " " "	15 "
Fauquier " " "	15 "
Fluvanna " " "	15 "
Warren " " "	10 "
Shenandoah " " "	25 "
Alleghany estimated at.....	15 "
Nelson "	10 "

The use of the buildings will not cost anything. Augusta Co., will contribute \$100, and Staunton city \$25, towards the defraying of necessary expenses. Our local papers will take an active part in advertising. We have appointed a local committee, consisting of the following: W. A. Bowles, Chairman, J. L. Hutchins, J. M. Steffey, Secretary, M. L. Mickleborough, J. J. Lincoln, H. Shaffey Roller, J. B. Woodward.

Superintendent General Daniel Ruggles, of Fredericksburg, not being present at the Conference, Superintendent J. M. Holladay, of Spottsylvania county, undertook the task of ascertaining what arrangements the citizens of Fredericksburg would make, and writes as follows:

"The general rate of board will be about \$12.50 per month. The hall offered free ('the new Opera House'), is one of the nicest and most convenient I know of anywhere; it will seat comfortably from five to seven hundred persons, has committee rooms, and the ventilation and lighting arrangements are first rate. The Committee promise, if Normal be located here, to render every assistance towards making it a success, and also to make the stay of the visitors a pleasant one."

Superintendent A. G. Pendleton, of Marion, writes: "The Town Council voted \$50 to defray expenses of the Institute. Board can be had at \$10 per month, except at the Female College; this institution will take at \$11. These are the highest figures asked. Of course rooms will be filled at these prices. I have a hall that will seat 700 comfortably. Everybody here seems anxious for the Institute to come here, and all are in sympathy with public schools."

None of the above propositions are in the shape required, and we have requested each to submit them in proper form.

The following proposition from Danville, for the Institute for colored teachers, is the only one yet received that comes up to the requirements:

DANVILLE, VA., ——— —, 1885.

Hon. R. R. FARR,
Richmond, Va.:

Dear Sir,—We, the undersigned citizens of Danville, having seen a public expression of the people in the churches in favor of the State Normal Institute for colored public school teachers being held here next Summer, are prepared to say, that the people will take care of three hundred or more teachers at a cost of two dollars to two dollars and a half per week, each, for board and lodging. We ask that the Institute come to Danville, because we think such a session of teachers here will be of much benefit to the town and surrounding community. There are many teachers in the counties of Patrick, Franklin, Henry, Pittsylvania, and Halifax, whose salaries are small, and sessions short, who cannot afford to attend the Institute when held far away. We have a room sufficient for an assembly room for lectures, &c., and rooms for a division of the teachers into any number of classes that may be desired.

The names suggested for the local committee are as follows:

Rev. H. H. Mitchell, Rev. J. J. Worlds, Rev. M. G. Hoskins,

Charles J. Daniel, W. F. Grasty, William A. Yancey, Henry W. Swann, Wesley Inge, John W. Lawson, and Coleman E. Hawkins.

Very respectfully,

H. H. MITCHELL,
Pastor High-Street Baptist Church,
J. J. WORLDS,
Pastor Loyat-Street Baptist Church,
M. G. HOSKINS,
Pastor Presbyterian Church,
E. SCARBORO,
Pastor Lynn-Street A. M. E. Church,
H. W. SWANN,
A. MORTON,
D. L. COSBY,
MOSES GREEN,
WESLEY INGE,
COLEMAN E. HAWKINS,
W. J. LANIER.

We certify that we know the persons (or most of them) whose names are signed to the foregoing statement, and know them to be responsible men and good citizens of Danville, Va.

JAMES WOOD,
Sergeant of Danville,
WM. P. GRAVES,
Mayor.

I concur in the above.

April 11th, 1885.

A. M. WHEELER,
Postmaster.

I certify that the signatures of the above-named gentlemen, officials, are genuine, and that they are in every way competent to judge of what they speak. Our people are very much interested in this matter, and I hope that we may be so fortunate as to have the Normal here. Superintendents of Halifax, Campbell, Charlotte, Henry, Patrick, Pittsylvania and Franklin will assist me in the work.

H. C. SLAUGHTER,
Superintendent of Schools.

Danville, April 11th, 1885.

School Census.

Section 75 provides when and how the school census shall be taken, and its requirements must be strictly complied with. We are in constant receipt of communications asking when the census will be taken. The law provides that it shall be taken "during the month of June or July," and it will not be taken at any other time either before or afterward. The law also declares that "it shall be the duty of the county superintendent to exercise special care in securing a prompt and accurate discharge of this duty *by the district clerks. The duty of taking the census of the school population shall be discharged by no other person.*" Thus it is seen that the duty cannot be performed by the commissioner of the revenue, or any deputy appointed by the clerk, but it must be done by the clerks of the respective boards of school trustees. We are asked when the blanks will be sent out. We answer, not before the last of May, and then to the superintendents, who will be required to deliver them to the clerks of the respective boards in their counties, and to take their receipts therefor. It is proper to state that the clerks reported to this office by competent authority will be the ones recognized. We hope those who are interested will read the law referred to, and that they will not write to this department asking any departure therefrom, as none can be made, and none will be attempted. If district clerks cannot perform this duty they must resign, and let others be appointed who can.

Law.

We believe law is defined to be "a rule of action prescribed by a superior, which an inferior is bound to obey." If this definition be accepted as correct, then have some of our school officers reversed its meaning, and constituted themselves the superior of all law, and ignored all precedent. There can no longer be any excuse for ignorance of the school law on the part of any school officer; for every superintendent and trustee is furnished with a bound copy of the school law, which embraces every act that has been passed affecting the schools, except the ones passed by the last Extra Session; and these have been published in the Official Department of the JOURNAL, which is also furnished the officers named; then why is it that

some school officers are so persistent in violating the plainest provisions? It must be because *they neglect to read the law*, and are thus ignorant of its requirements. The only way to make the schools succeed is to enforce the law *strictly*, and then if there are any bad ones we will find them out, and can give some good reason for asking that they be repealed or amended. When school officers set themselves up as *constructors* of law, rather than enforcers of the laws that are real, they commit a grave blunder, and subject themselves to much unnecessary *trouble*.

We have actually had our attention lately called to a county in *this* State where people are teaching, or pretending to teach, public schools without even a *certificate* or contract, and that such schools are recognized as legal by the school officers. This is a vicious violation of law, and if allowed would soon disorganize and destroy the system. We regret to say that this is only one of many gross violations of the law that have lately come to our knowledge. We are required to see that the laws are properly enforced, and are determined to perform our full duty, and in every case that has been brought to our attention, after a careful examination of the charges, if the facts sustain them, we are bound to enforce the law, and, as far as our power extends, will exact the penalty.

General John Eaton.

Hon. J. L. M. Curry, the agent of the Peabody Education Fund, is making a noble effort to have General Eaton, the present efficient United States Commissioner of Education, retained. This action on his part deserves the hearty commendation of every true friend of public education; it shows that he is in earnest in the great work of building up our educational interest, and that he recognizes in General Eaton a man who has done his full duty. Perhaps no man was ever called upon to fill a more important or delicate position than that now held by Commissioner Eaton. When he took charge of the Bureau of Education it consisted of nothing but a vague conception of its vast possibilities. He was clothed with no authority, either direct or remote, over any of the school systems then existing or to be created; he was hedged by prejudice of the strongest sort, and even the friends of the bureau were jealous of giving it what would seem to have been needed authority.

But the man proved to have been equal to the occasion, and with rare good judgment he avoided all conflicts with the existing authority, and soon had the cordial good will and hearty support of all school officers, and has gradually built up an enormous *bureau* of information on all school subjects, from the class room of the Kindergarten to the loftiest college. His reports are quoted as authority all over the land, and his circulars of information are relied upon by school officers.

We have sent out petitions to all of our superintendents, and are gratified to see that they are being signed by all classes of school officers and teachers without regard to politics. We hope that Dr. Curry, and those who are assisting him, may succeed, and that General Eaton will be retained; but, whether he is or not, he will have the satisfaction of knowing that he has done his full duty, and that in the labor performed and work accomplished he has left a monument that will long survive his earthly existence.

Peabody Scholarships.

There will be seven vacancies at the Nashville College this year, and those who desire to compete for these scholarships are urged to file their applications at once, said application to be dictated and written by themselves, giving their name, age, occupation, the schools attended, and address, and must declare their intention to *make teaching in the public schools of this State a profession*; said application must be endorsed by their *county or city superintendent* as to mental and moral fitness of the candidate, both for student and teacher. No application will be entertained or filed unless it complies literally and strictly with these requirements. Upon the receipt of the application, if satisfactory, it will be filed, and the applicant notified in due time when and where the competitive examination will be held.

The examination will take place at the Summer Institutes, and will be written and oral, each applicant being required to pass a satisfactory examination in the following studies, viz: Spelling, Reading, Penmanship, Grammar and Analysis, Rhetoric, Geography, civil and physical, Arithmetic, Algebra, Bookkeeping, Physiology, United States History, Elements of Geology. The questions to be furnished by the President of the College. These scholarships are

free to all persons from seventeen to thirty years of age inclusive, but are not for the purpose of giving to a few favored ones free education, but to give to our public free school system what it so much needs—an efficient class of regularly trained *professional* teachers. The examination will be rigid, and the scholarship awarded strictly on the merits of the applicant, without fear, favor or affection.

All applicants are required to file with their applications a certificate of the following nature, viz:

I, _____, hereby obligate and bind myself, if awarded a Peabody scholarship at the Nashville College, Tennessee, to teach at least two years in some public free school in Virginia, in accordance with the law governing the schools in the said State, as soon after completing the prescribed course at said College as the opportunity shall present itself.

Witness my hand this _____ day of _____, 188_____.

Thanks.

We return thanks to General Armstrong, principal, for invitation to be present at the anniversary exercises of the Hampton Normal and Agricultural Institute, which will take place at Hampton on Thursday, May 21, 1885.

We are also indebted to Prof. R. H. Pratt, Superintendent Carlisle Indian Industrial School, at Carlisle, Pa., for cordial invitation to attend the annual examination of the school on May 6, 1885.

Teachers' Salaries.

We regret to see that the teachers in many places are having trouble in collecting their pay. This should not be the case, as the money to pay them is, or should be, in the hands of the respective county treasurers. It is the duty of the superintendent to inquire into these matters, and to see that the funds set apart for the support of the schools are promptly paid.

The late decisions on the debt question may, and we fear will, seriously affect the school revenues for the future; but they cannot, and do not, affect those for the current year.

The apportionment has been made, and the money due the schools

should be collected and paid promptly to those who hold school warrants. Teachers are urged not to become alarmed about their salaries; for, in any event, their warrants are good for their face value against taxes due the State, and whilst we know that every teacher wants his or her pay, still it is bad policy to let their warrants be shaved by the money-lender and sharper, as it tends to depreciate their value and to lessen the amount received by the teachers.

Wanted.

R. B. Williams, of New Haven, Conn., writes us desiring a position as Principal of a colored school in this State for the coming session, we call attention to his application and as to his qualifications quote from his letter, as follows: "I shall receive my degree from Yale College next June, at that time having completed the full course of four years. My preparation for college I made at Williston Seminary, Easthampton, Mass., where I spent three years receiving an excellent fit. I graduated from that institution in June, 1881. I am also a graduate of the Hampton Normal and Agricultural Institute. As to my competency, I take pleasure in referring to General Armstrong, my former Principal, and to President Noah Porter, of Yale College, under whose direct instruction I am now."

Our Students at Nashville College.

WE are glad to see by the following report of President Stearns for the period ending March 13th, 1885, that our students are improving. A majority of the grades reported are satisfactory; and those who are behind must take heart and make a stronger effort; for, unless they do better, under the rules of the institution, they will be at a great disadvantage, to say nothing of what they owe to their State and the Peabody Trustees.

UNIVERSITY OF NASHVILLE,
STATE NORMAL COLLEGE,

March 21st, 1885.

HON. R. R. FARR,

State Superintendent of Public Instruction:

Dear Sir,—I beg leave herewith, to transmit for your inspection, a statement of the average rank, etc., of the students from Virginia

holding Peabody Scholarships at the Normal College, at Nashville, Tenn., for the period ending March 13th, 1885.

NAMES.	Scholarship Year.	Class Work, including Examinations.
Helen Malcolm.....	First.	71
Florence McNeil.....	First.	Left.
Mary Rohleder.....	Second.	90
Phandora Simpson.....	First.	95 4-5
*Minnie L. Tanner.....	First.	94 1-5
Annie C. Thacker.....	Second.	90
Wm. L. Andrews.....	Second.	88
Thos. H. Campbell.....	Second.	73 1-5
Brownlow Light.....	First.	64 2-5
Charles Maphis.....	First.	90 2-5
William D. Payne.....	First.	80

* Last quarter's examination made up,—average, 88.

Yours, sincerely,

EBEN S. STEARNS,
Chancellor, &c.

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SCHOOL LAW OF VIRGINIA.

(Continued from page 91.)

137. At the annual meeting in August in each year, the county school board shall compare the warrants issued by each district board with those issued by the county or corporation superintendent and report the result to the state superintendent of schools.

138. The auditor of public accounts shall furnish to the several superintendents of schools blank warrants, as follows:

Warrant No. —.	No. —.
Issued to _____	Payable out of state funds.
For services rendered as Teacher _____	County of _____, _____, 188—.
_____ in _____ district, public free	The treasurer of _____ county will pay
school No. _____, for _____.	to _____, or order _____ dol-
	lars, services as teacher _____ in _____
	district school No. _____, for which this
	shall be your voucher.

This certificate shall be paid by the county treasurer on whom drawn, at its face value, in preference to other warrants when signed by _____.

Superintendent of public free schools _____ county.

139. Should there be found, upon the collection of taxes, an amount greater than the approximate amount hereinbefore provided, due to the public free schools of the state for any one year, then the excess due the schools shall be distributed as now provided by law, and nothing in this act shall be construed to interfere with the same.

140. The auditor of public accounts is hereby directed and required, on the first day of April, eighteen hundred and eighty-two, and each three months thereafter, to turn over to the second auditor the sum of twenty-five thousand dollars in currency out of the proceeds of the license taxes, and continue to make these quarterly payments without further order, demand, or requisition, until full payment shall have been made of all arrearages due from capitation and property taxes, and all other sources, by mandate of the constitution and laws made in pursuance thereof, for the support of the public free school system for the years eighteen hundred and seventy-one, eighteen hundred and seventy-two, eighteen hundred and seventy-three, eighteen hundred and seventy-four, eighteen hundred and seventy-five, eighteen hundred and seventy-six, eighteen hundred and seventy-seven, eighteen hundred and seventy-eight, eighteen hundred and seventy-nine, eighteen hundred and eighty (with legal interest thereon, computed from the end of each year without compounding), which when paid in as herein provided, shall be annually appropriated amongst the several

cities, counties and towns of the commonwealth as other school funds are appropriated and supplied.

141. Chapter two hundred and forty-eight of the acts of assembly of eighteen hundred and seventy-seven-eight, and chapter one hundred and seventy-seven of the acts of assembly of eighteen hundred and seventy-eight-nine, be and the same are hereby repealed.

To return to the public free schools a portion of the moneys diverted therefrom.

142. Whereas the Board of Public Works of Virginia, by contract dated February tenth, eighteen hundred and eighty-one, sold to U. L. Boyce and F. J. Kimball, acting for themselves and their associates, all the rights, title, and interest of the state of Virginia in or to, or against the Atlantic, Mississippi and Ohio railroad company, by virtue of the covenant or mortgage executed by said company, dated December twenty-second, eighteen hundred and seventy, for the sum of five hundred thousand dollars, upon certain terms as to payment, and subject to the ratification of the general assembly; and whereas afterwards, to-wit, on the tenth day of February, eighteen hundred and eighty-one, Clarence H. Clarke, on behalf of himself and his associates, including said Boyce and Kimball, became the purchasers of the said Atlantic, Mississippi and Ohio railroad at a foreclosure sale thereof, made under decree of the ninth day of May, eighteen hundred and seventy-nine, in the United States circuit court for the eastern district of Virginia, in the cause of Frances Skiddy and others, trustees, *vs.* The Atlantic, Mississippi and Ohio railroad company and others, therein pending, and said parties proceeded to reorganize said railroad company under the name of the Norfolk and Western railroad company, whereby and by virtue of sundry assignments the benefits of said contract of February tenth, eighteen hundred and eighty-one, now enure and belong to said Norfolk and Western railroad company; and whereas by an act passed — day of —, eighteen hundred and eighty-two, the general assembly of Virginia has ratified and confirmed said contract, and allowed the Norfolk and Western railroad company until the first day of March, eighteen hundred and eighty-two, to complete the payment of said five hundred thousand dollars to the Board of Public Works of Virginia; and whereas out of the revenues assessed for the years eighteen hundred and seventy to eighteen hundred and seventy-nine inclusive, a sum amounting to one million five hundred and four thousand two hundred and forty-five dollars and seventy-seven cents, and dedicated by sections seven and eight of article eight of the constitution of Virginia, to the public free school fund, was diverted to other purposes prior to the year eighteen hundred and eighty, as appears by reference to Senate document number twelve, Senate Journal, and so forth, eighteen hundred and seventy-nine-eighty, whereof, up to the present time, the sum of two hundred and twenty-five thousand dollars, due to the public free school fund, has been restored to said funds; and whereas the general assembly conceives it to be its paramount duty under the constitution to restore to said public free school fund as speedily as possible the amount so as aforesaid from it diverted; therefore,

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THE

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No. 5.

Rogers' Geological Reports.

The immediate family of William B. Rogers was remarkable. The father was a distinguished professor of Natural Science in William and Mary College, to which he came in 1819 from Philadelphia, bringing with him his four sons, James B., William B., Henry D. and Robert E. All of these sons became distinguished and distinguished in the same general line of study, viz: Physical Science.

James spent his life in Pennsylvania in connection with its University. He, Henry and Robert all gave some assistance to William in the geological survey of Virginia. Henry was the State Geologist of Pennsylvania at the same time that William was conducting the geological survey of Virginia; and this fact helps to account for the wonderful originality and accuracy which characterized both surveys. Robert was the chemist of the Virginia survey, and afterward went to the University of Pennsylvania. Henry and William were the two great men of the family, and of the two, William was probably the greater. He succeeded his father at William and Mary in 1829 as professor of Natural Science. In 1835 he took the same chair in the University of Virginia, and the same year was appointed geologist for the State.

Strange to say, the proposition to have a geological survey of the State came from the Geologic Society of Pennsylvania, a society composed largely of Philadelphia lawyers, and designed specially to promote the study of field geology by means of State aid in the several States. The leading spirit in this Pennsylvania society was Peter A. Brown, who, although eminent in his profession as lawyer, had a great love for Natural Science, to which he finally devoted himself exclusively. Mr. Brown, in obedience to a resolution passed by the Pennsylvania society, addressed a letter to Governor John Floyd, of Virginia, September 30, 1833, in which he makes intelligent remarks concerning the mineralogy and geologic structure of Vir-

ginia, and at the same time suggests the expediency of the physical survey of the State. This letter was transmitted to the Legislature and published in its Journal of 1833-34. About the same time a select committee was appointed by the General Assembly to consider a memorial from Morgan, Frederick and Shenandoah counties, a memorial which bears the earmarks of William B. Rogers himself.

The first act of the General Assembly authorizing the survey was passed March 6, 1835. This act authorized the Board of Public Works to appoint a geologist, and the Board most fortunately selected Mr. Rogers, who entered upon his work the same season, and made a report to the Legislature, which met the following winter.

At that time American structural geology had not come into existence. Peter Lesley gives the year 1835 as the date of its birth. Brongniart and James Hall had in 1833 fixed the American strata by the study of their fossils, but of course this sort of knowledge must, in 1835, have been still put down as doubtful. It was only four years before, viz: in 1831, that Eaton had published the first work of systematic geology ever attempted in America, a work which, although presenting the best results then ascertained, afterward became ridiculous on account of its blunders. For example, the lepidodendron of the carboniferous period was figured and described, and supposed by the author to be either *crotalus* or *arundo*, that is, either a rattlesnake or a reed! The great bituminous coal beds of Pennsylvania were put among the black shales of the Devonian period, and the Medina Sandstone of the Upper Silurian was supposed to be the millstone grit of England.

In this period of ignorance, William B. Rogers began his survey of Virginia, a State in which he was called upon to study rock strata belonging to every period of the geologic scale; and some of the deposits, notably those of the Juro Trias, presenting problems of the greatest difficulty.

In the mountain regions also the faults and inversions were so numerous as to present endless difficulties in the preparation of sections. Piedmont and Middle Virginia also presented problems in respect to the ages of its older rock groups which even yet are not considered as finally determined. But concerning them Mr. Rogers reached conclusions which so far at least have not been overthrown. Fortunately the great survey of New York, as well as that of Pennsylvania, was simultaneously in progress, and these two States presented many of the same difficulties that Mr. Rogers had to contend

with in Virginia. But it was chiefly to his own extraordinary genius that he went through all this wilderness of difficulties; and solved them without any error, except a few in matters of detail.

His exposition of Tidewater Virginia remains to this day unexampled among similar studies everywhere, in its thoroughness and accuracy.

It is quite possible that in the metamorphic region lying between the head of tidewater and the crest of the Blue Ridge some additions and exceptions may be made to his expositions, but taken as a whole, he displayed marvellous sagacity in the interpretation of this region. Passing west of the Blue Ridge he classified the paleozoic formations with a lithological accuracy which probably will only be marred by recent attempts to accommodate the stratigraphy to Professor Dana's classification.

We need not be surprised that Professor Rogers did not discover all the riches of the conglomerate formation (his No. XII), seeing that it was hidden, and only brought forth within a few years past, but the divisions which he made in the sub-carboniferous and carboniferous strata even yet stand the test of examination by such men as Lesley, Stevenson, J. C. White, Fontaine and others.

Professors Fontaine and White have, however, rendered it exceedingly probable, if not certain, that the Permian formation caps the system in West Virginia, and to them is due the merit of the discovery.

Professor Fontaine, in his opening address at the University of Virginia, said that the seven Annual Reports made by Professor William B. Rogers, having become scarce, were now literally worth their weight in gold. These were simply reports of progress, and contained almost no illustrations or sections. Only limited editions were published among the documents of the General Assembly. The work of the survey itself was stopped before it was entirely finished, and no call by the Legislature was ever made upon Professor Rogers to furnish in systematic form, with the needed sections and other drawings, the valuable materials which he had accumulated, and those fine generalizations which he would have given in connection with them. Nor was any call made for the large collection of fossils and minerals which was made in connection with the survey.

One can scarcely understand how as intelligent a body as the Virginia Legislature undoubtedly was in those days, could have exhibited such a want of appreciation of a splendid treasure already its own. For forty-three years the scientific world has been craving the

republishing of these pamphlet reports, and the interests of the State have been suffering for the want of their circulation.

At last we have them in an elegant volume of more than eight hundred pages. The volume contains, besides the reports made to the Legislature, a number of other valuable papers written by Professor Rogers on the geology of Virginia, and also a great number of cross sections, with some drawings of shells. The volume has been published by the widow of Professor Rogers, who has thus laid Virginia, as well as the whole scientific world, under great obligations to her personally.

It is only just to state that Major Jed. Hotchkiss has rendered great service in connection with this publication, as he had previously done in laying before the public a vast amount of information derived from Rogers' Reports and from various other sources. He rendered a great service by inducing Professor Rogers in his lifetime to give to the public his geological map of the State, or rather to lay the geology on one of Major Hotchkiss' maps of Virginia, which map has now been published as a wall map of large size, as well as of pocket size. Few men, if any, have performed as much service in collecting and spreading abroad valuable information about Virginia, and that too with but little reward, as has Major Hotchkiss. Virginia certainly owes him a big, paying mine of some sort.

W. H. RUFFNER.

Farmville, Va., May 15, 1885.

Dr. McCosh and President Eliot.

BY PROF. F. V. N. PAINTER, ROANOKE COLLEGE, VA.

As is well known, President Eliot, of Harvard, is the most prominent representative of what may be called, in contrast with conservative tendencies, progressive education. One of the leading ideas in this movement is that education should be adjusted to the conditions and needs of the age, and thus qualify a man to take his place intelligently in modern society. In President Eliot's words: "The general growth of knowledge and the rise of new literatures, arts and sciences during the past two hundred and fifty years have made it necessary to define anew liberal education, and hence to enlarge the signification of the degree of bachelor of arts, which is the customary evidence of a liberal education." This statement seems so just

that it is matter of astonishment that any intelligent educator should be found to dispute it. On this fundamental position, President Eliot can well afford to challenge the judgment of the educational world; but in applying this truth to a readjustment of the college curriculum, it is possible that he has gone too far. The progressive movement, with which it is believed the great body of the American people will sympathize, must have the character of a conservative reform rather than that of a radical revolution.

That President Elliot has rendered himself liable to some effective criticism is apparent from a perusal of Dr. McCosh's review of "the new departure" in education at Harvard. Dr. McCosh shows that liberty, when freed from all restraints, is in danger of degenerating into license; that absolute freedom in electing studies is in danger of issuing, in many cases, in defective education. He will probably be sustained in the two following positions: "First, there should be branches required of all students who pursue the full course and seek a degree; secondly, it should be an essential feature of the course for a degree, that the attendance of the student on lectures and recitations should be obligatory." At the same time, Dr. McCosh, as the champion of conservative education, has shown himself and his cause not invulnerable.

First of all, he does injustice, it is believed, to the great body of American students in misjudging the spirit with which they enter college. With the privilege of electing studies, "I can tell you," he says, "what they will possibly or probably choose. Those who are in the secrets of colleges know how skillful certain students are in choosing their subjects. They choose the branches which will cost them least study, and put themselves under the popular professors who give them the highest grades with the least labor." In opposition to the serious reproach contained in this language, the fact is that the large majority of our students are not disposed to shirk labor; they are in earnest in seeking an education, and with a manly disregard of toil, will elect those studies which they regard most beneficial. President Barnard, of Columbia, has been more just in his judgment. "The great body of young men in college," he says, "are really interested in study. They appreciate the value of their opportunities, and are earnestly desirous to improve them to the best advantage. They select their studies, when free to do so, with an intuitive recognition of those which they are the most capable of mastering, and from which therefore they are conscious that they will derive the greatest profit." Notwithstanding his belief in the

student's disposition to shirk labor, Dr. McCosh favors the elective system within certain limits; but on this point, the vast increase in the field of knowledge scarcely leaves room for difference of opinion. All the leading colleges of the country have adopted it.

Perhaps in no point has Dr. McCosh shown his conservatism more clearly than in his definition of education. "Education," he says, "is essentially the training of the mind—as the word *educare* denotes—the drawing forth of the faculties which God has given us." Though this conception of education has the authority of long standing and wide acceptance, it is, as has been shown by the great educational reformers, Comenius and Pestalozzi, fundamentally wrong. Education is a development or growth of the human powers. "Sound education," says Pestalozzi, "stands before me symbolized by a tree planted near fertilizing waters. A little seed, which contains the design of the tree, its form and proportions, is placed in the soil. See how it germinates and expands into trunk, branches, leaves, flowers, and fruit! The whole tree is an uninterrupted chain of organic parts, the plan of which existed in its seed and root. In the newborn child are hidden those faculties which are to unfold during life. The individual and separate organs of his being form themselves gradually into unison, and build up humanity in the image of God."

This conception of education as an organic development or growth is one of the fundamental thoughts of the new education; that system which has within a few years largely transformed and elevated our primary schools, and is now rapidly moulding our higher institutions. It discards, as destitute of a true psychological foundation, the old "drawing out" theory, which depreciates the acquisition of knowledge, and exalts a scheme of mental gymnastics. Says Johnson, in his admirable work on the Principles and Practice of Teaching: "In accordance with a theory of education now passing into disuse, it has been customary to require the mind to pass through an experience intended simply to furnish discipline, by confining the pupil to certain branches, the substance of which rarely, if ever, enters into practical use. It has been contended that a pure discipline of the faculties should be secured by this process before the acquisition of knowledge is permitted. * It is here held that the theory of 'discipline before knowledge' involves not only a wrong principle, but, in practice, leads to a great waste of the mental force and time of the pupil."

According to this view of education, knowledge is the natural food

of the mind. Mental development is best promoted, not by formal or empty exercise, but by a healthy acquisition and assimilation of knowledge. Self-activity in the appropriation of knowledge is the foundation of all healthy education. Those studies are educationally the best that elicit the student's interest, call forth his efforts, and equip him with useful knowledge. The educational value of a study can not always be determined in the abstract, but must be judged in relation to the natural aptitudes and tastes of the student. What elicits the interest and activity of one student may provoke the indifference and disgust of another. In view of these facts, it does not appear to be philosophical to insist on Latin and Greek as the only studies worthy to lie at the foundation of a liberal education. They have lost the value they once had in practical life; and to urge them chiefly for their value as a mental gymnastic is an educational mistake; and to force extended courses in them upon unwilling students is a cruel and foolish wrong that defeats its own purpose.

In his fundamental principles, we believe President Eliot to be invincible. He has attacked an unphilosophical and antiquated system, which only needs to be thoroughly ventilated in its principles, aims and methods to bring down upon it public condemnation. In fact, this condemnation seems to be gradually, though somewhat unconsciously, falling upon it now. While our illiberally conservative colleges show no signs of growth corresponding to the increase of our population and growing interest in education, our more liberal institutions, which have adjusted themselves more or less fully to the needs and conditions of the present, manifest a vigorous life.

Historical, Explanatory and Supplemental.

This communication is not intended as a surrejoinder or a surrebutter to the courteous and scholarly *reply* of *Professor Holmes* to my remarks on his "New History of the United States," published in a former number of the EDUCATIONAL JOURNAL, but simply as explanatory and supplemental.

It was just because erroneous "current impressions" of historical events propagated in school text-books are surprisingly numerous, that my article on "School Histories" was written.

The fact that the Merrimac was plated with iron rolled for the purpose in Richmond, shows the resources of the "Confederacy" at the beginning of the war were greater than would be inferred

from the erroneous story of an extemporized protection of railroad iron. Besides, the "railroad iron of railroads running into Portsmouth" was not torn up for any purpose at the time referred to. I was often on the Merrimac during the time of her reconstruction as an iron-clad, and stated the fact, as I knew it from personal observation, to correct current impressions circulated in Cyclopædias and books innumerable. The account in *Harper's History* is specially absurd. A coating of tallow and plumbago, half an inch thick or more, eased off the balls that left furrows on the roof, that were, doubtless, mistaken for loosened bars of iron, as seen through the glasses of the enemy.

As for Henry Laurens, it is very certain that he was not exchanged for Burgoyne or anybody else. Laurens was a civilian, and though he claimed to be a *prisoner of war*, the English held him in the Tower of London, on charge of *high treason*. Edmund Burke was his friend, and tried to get him exchanged for Burgoyne, as authorized by Congress, but no such exchange was possible for a prisoner held for trial for *treason*, in the court of King's Bench.

It is a curious fact that Colonel John Laurens, son of the tower prisoner, was employed by Washington at Yorktown, to arrange articles of capitulation with Cornwallis, who held the office of "Constable of the Tower," and thus to make prisoner the legal custodian of his father. Through the agency of the prisoner's son, the Lord-Keeper of the Tower became himself a prisoner. It was the same Colonel John Laurens who challenged General Charles Lee to a duel, for words disrespectful to Washington, and whose noble conduct drew from his wounded antagonist the generous compliment: "How handsomely the young fellow behaved! I could have hugged him!" When Washington heard of the death of Colonel Laurens, in a skirmish near the Combahee Ferry, he said, "he had not a fault, unless it were intrepidity bordering on rashness."

After the surrender of Cornwallis, the British were embarrassed to get clear of their prisoner, so they released him on bail, but never brought him to trial. Dr. Ramsay, the friend of Laurens, who knew intimately all the circumstances of his release, says in his *History of the United States*, Vol. II, p. 462: "Mr. Laurens was startled at the idea of being released without any equivalent, as he had uniformly held himself a prisoner of war. From an unwillingness to be brought under an apparent obligation, he replied that he "durst not accept himself as a gift; and that as Congress had once offered Lieutenant-General Burgoyne for him, he had no doubt of their now

giving Lieutenant-General Earl Cornwallis for the same person." Cornwallis was never exchanged.

It is plain enough to see the irony of Laurens in naming the two high officers who had surrendered British armies to his countrymen. Soon after his release Laurens was appointed a commissioner, with Jay, Franklin and John Adams, to negotiate the treaty of peace between England and the United States.

Henry Laurens was wealthy, but by will his children were to inherit his property only on the condition of burning his body. This was done, and was the first cremation known in the United States. Dr. Ramsay, my authority for many of these statements, delivered the first fourth of July oration in the United States, July 4, 1778, before the inhabitants of Charleston, S. C. I do not know that the authority quoted was a son-in-law of Henry Laurens, but I well remember having two pupils named Ramsay, in Charleston in 1843, whose grandfather was Dr. David Ramsay, the historian, and their great grandfather was Henry Laurens. The circumstance is mentioned to suggest the reliance to be placed in statements of Ramsay concerning Laurens.

As an item of educational interest it may not be uninteresting to state that for many years the Misses Ramsay, daughters of the historian, who was shot by a lunatic in 1815, taught a school for girls on Broad street, Charleston, and are gratefully remembered by the older people of South Carolina as public benefactors.

It was the privilege of the writer of this article to exhibit a photographic camera, and explain the then novel process of the Daguerreotype, in a lecture on light, in the Misses Ramsay's school in 1843. The thoroughness of their teaching was proverbial. Possibly some Charlestonians survive, in 1885, who remember the funeral sermon by Dr. Palmer, and the eulogy by Robert Y. Hayne, on the death of Dr. Ramsay, in 1815.

N. B. WEBSTER.

What Shall Boys Do?

The choice of a profession is a very important step for any young man. But that is not what I propose to speak upon at this time. It is necessary to go back of that and discuss some principles which underlie and which lead up to the choice of one's vocation.

In one of these "new-fangled," modern associations the executive committee is divided into several working sub-committees. One of

these sub-committees is called the "Outlook Committee." It is their business to study the signs of the times and see what subjects ought to be brought before the society. They are the advance guard, the pickets, the videttes, who go on in advance and study the ground, observe the "lay of the land," and, like Caleb and Joshua, bring back a report coupled with advice whether to go forward and in which direction.

So with us this morning; we wish to look ahead and observe the condition of things, and see whether it is best to scale this mountain, meander like the river through this valley, or make a flank movement to the right or the left. What is best for boys to undertake to do?

A very good man of my acquaintance really believes that we are educating the boys too much. He thinks education makes them proud and unfits them, mentally and physically, for *work*. I suppose he would have a *few*—perhaps children of the best families—educated to fill the highest places, but the mass should be "hewers of wood and drawers of water," and consequently should not be educated above their sphere.

Colonel Lockett, the largest cotton planter in Georgia, said, last summer, that several years ago he discovered that an intelligent person would pick more cotton in a day and pick it better than an ignorant one. In his mind great results grew from that discovery. If this merely mechanical work could be done better by intelligence, then everything else could; hence, it follows that the *mass* should be educated; the prosperity of the *state* requires it. The blacks and the whites must both be educated; therefore, schools must be established and supported for both races. This is a far-reaching inference, but it is a legitimate one.

You often ask yourselves, "What shall I do in life? What shall I strive to fit myself for? What *kind* of a position shall I seek?" The answer must inevitably be "Do your *best*. Make the *most* of yourself. Aim high." It was Daniel Webster that said to a young man, who hesitated to prepare to enter the legal profession because it was so crowded, "There is room enough up higher." And I hope you will bear in mind that Webster's answer has an application wider than the legal profession. "There is room enough up higher" in every distinct business of life.

What the world needs to-day is leaders—thoroughly educated, skilled, competent leaders. There is more difficulty in securing one first-class superintendent for a cotton or woolen mill than a hundred first-class weavers or spinners. There is more difficulty in finding a

first-class, competent "boss" for a gang of shovelers, who shall direct their work skillfully and successfully, than in getting the entire gang of men to shovel. A few years ago a young man went into a cotton factory and spent a year in learning the work in the carding-room. He then devoted another year to the spinning-room; still another in learning how to weave. He boarded with the overseer of one of these rooms, and was often asking questions. He picked up all sorts of knowledge. He was educating himself in a good school, and was destined to graduate high in his class. He became superintendent of a small mill, at a salary of about fifteen hundred dollars a year. He was sought for a higher place. It happened in this way: One of the large mills in Fall River was running behind-hand; instead of making money, the corporation was losing. They wanted a *first-class* man to direct the affairs of the mill. They applied to a gentleman in Boston, well acquainted with the leading men engaged in the manufacture of cotton. He told them he knew of a young man that would suit them, but they would have to give him a good salary.

"What salary will he require?"

"I cannot tell; but I think you would have to pay him six thousand dollars a year."

"That is a very large sum; we have never paid so much."

"No, probably not; and you have never had a competent man. The condition of your mill, and the story you have told me to-day, show the result. I do not think he would go for less. I should not advise him to, but I will advise him to accept if you offer him that salary, and I think he will save you thirty per cent. of the cost of making your goods."

The salary was offered, the man accepted, and he saved nearly *forty per cent.* of the cost the first year. Soon he had a call from one of the largest corporations in New England, with whom he engaged as superintendent for five years, at a salary of ten thousand dollars a year. He had been with this company only about one year before he had an offer of another position with a salary of fifteen thousand dollars a year. But he declined the offer, saying that he had engaged where he was for five years, and he should not break his contract even for five thousand dollars a year margin.

Two boys were in this school not long since, who were much interested in railroading. One of them had an intelligent ambition, and a definite plan before him. He intended, after leaving here, to take a full course of study at the Columbia College School of Mines, and he fondly hoped some day to be president of the great Southern

Pacific Railway. He may succeed, or he may fail in that particular hope, but I have no doubt he will yet distinguish himself as one of America's great railroad men.

The other was infatuated with a desire to be engaged in something which would place him on a railroad train. He was tired of study, and had apparently no desire to continue in school. He left study, and accepted a position as brakeman upon a freight train upon one of our shortest and most obscure railroads. If he shall look for a thorough knowledge of the business, and use his best efforts to make himself master of all the details of railroading, he will soon rise from this undesirable position to something better, and may eventually be successful and gain an excellent position. But if he sits down contented as a brakeman on a freight train, with no plan or ambition for the future, very few would envy him his position or his prospects.

What, then, shall the boys do? I went down to Pettaconsett the other day to see the foundations of the building that Mr. Corliss is putting up there for the new pumping engine which he has engaged to put in for this city.* I found that, in digging for the foundations, they came upon a deep bed of quicksand. Mr. Corliss, ever fertile in expedients to overcome obstacles, instead of driving down wooden piles, sunk in this quicksand great quantities of large cobble-stones. These were driven down into the sand with tremendous force by a huge iron ball weighing four thousand pounds. I said:

"Mr. Corliss, why did not you drive wooden piles on which to build your foundation?"

"Don't you see," said he, "that the piles *have no discretion*, and that the cobble-stones have?"

"I don't think I understand you, Mr. Corliss," was my reply.

"If you drive a pile," said he, "*it goes where you drive it, and nowhere else*; but a cobble-stone will seek the softest place and go *where it is most needed*. It, therefore, has some discretion, and better answers the purpose."

I went away musing that the wooden "piles" and the "cobble-stones" represent two classes of boys. "The piles," says Mr. Corliss, "have *no discretion*, and go *only where they are driven*." I think I have seen boys who represented this quality. "But the cobble-stones go *where they are the most needed*." When boys fit themselves to go where they are the most needed, they will be pretty likely to meet with tolerably good success in life.

*Providence, R. I.

In the olden time it was considered enough for a boy to learn a trade. He then had, at least, "something to fall back upon." Nowadays, if a boy has only a trade, he *may* prove to be badly off. Some morning he may wake up and find that his trade is utterly useless, owing to the genius of some inventor, who has patented a machine which will do his work at a tithe of the previous cost, and in a tithe of the previous time required. These times require a young man to be so intelligent that he will know how to do *business*; and if the competition in one kind of business is too great, he will immediately and literally "turn his hand" to some other occupation.

Years ago one machine shop made engines, another lathes, another guns, another sewing machines, etc., and no two of them could, by any possibility, exchange works. Now, a first-class machine-shop takes a contract for making a large lot of lathes; then changes its machinery and manufactures a hundred thousand rifles for some European power; then contracts to make as many sewing machines; then commences the manufacture of mowing machines, or horse rakes, or whatever the latest and most successful inventor wants made.

But the boy needs two things, and to succeed he must have them : (1) He must have an ambition to do his best; (2) He must improve his mind, and prepare himself to have such "discretion" as will enable him to "go where he is most needed." A *man*, in this age, should not be a machine, nor an adjunct of a machine. He should *understand* the machine that he is to run, be *superior to it*, not be run by it, but, if need be, change it to do more, or better, or different work.—*William A. Mowry—Talks With My Boys.*

HARVEY AS A STUDENT OF NATURE.—In the Harveian oration for this year Dr. Reynolds lays stress upon the fact that Harvey was always studying and seeking to interpret *nature*. "He was one of her keenest and most devout interpreters; in reverence he knelt before her and asked her questions; he cross-examined her, but in no unfriendly tone. Nature was to him a perfect verity, the one witness that could neither be absorbed nor shaken, the one witness in whom there could be no false way, the one witness who could not lie. And by such a method only must science ever be advanced; it is thus that great discoveries are to be achieved, thus that we must seek to leave our footsteps on the sands of Time."—*The Medical Record.*

Moral Education.

(Report made at the Executive Session of the Wisconsin Teachers' Association, Madison, Dec. 27, 1883.)

The Advisory Committee, to whom was referred the subject of moral education in the schools, respectfully submit the following report:

It cannot be too often repeated that the object of the public schools is to fit the young for intelligent citizenship. They are maintained not to make mechanics or lawyers, but to help in forming useful members of a civilized community. "We must educate our masters," said Mr. Lowe, in the British parliament, as he contemplated the steady growth of popular power in England; and the wise statesmen of other European countries, recognizing the irresistible tendency toward popular sovereignty, have felt that the safety of all that is most valuable in civilized communities depends upon the proper education of the young. Foremost among the duties of the schools, therefore, is that of inculcating in the minds of their pupils those moral principles upon which social order and good government rest. There is a secular morality which is not opposed to religious morality, but is reinforced and strengthened by religious motives when these can be called in to its aid. This morality is the result of human experience, is recognized by all civilized people, is taught by the philosophers of all nations, and is sanctioned by all enlightened creeds. It is the foundation of social order, and approves itself to all right-minded men. This morality can, and must, be taught apart from religion, but not in hostility to any of its forms. It must be taught, because the very causes which justify the maintenance of public schools at all make such teaching necessary.

At the same time it would be a mistake to limit the phrase, "moral education," to this inculcation of precepts. It is broader and more vital than this. It means the formation of character; and this, so far as the school has to do with it, is the result of complex forces, of which precept is only one. The problem proposed, therefore, in the subject submitted to your committee is, "Can any thing be done to help in rendering more generally systematic and effective the work of the schools in the formation of character?"

Your committee are of opinion that something will be done towards this by the distinct and general recognition of the fact that the formation of right character is one of the principal aims of the school. Good government in school is often spoken of by those interested in education as if it were an end in itself; and yet there are schools which are governed to death, out of which all life, naturalness, spontaneity and enthusiasm are crushed by government, called good, because it secures a machine-like order. In other schools the intellectual training so absorbs the attention that management is looked upon as purely incidental to this, a means to render possible the teaching of many children together, and not as in itself an important factor in the formation of character. Discipline is looked upon as if its chief end were to bring refractory elements into conformity with general routine, instead of to touch the springs of life in the child, to give the supremacy in him to the better elements of his nature, and thus to help him to grow into noble character. When the thought of forming character can be substituted in place of these imperfect views in the minds of school officers, a great step will have been taken towards making moral education in the schools more effective.

Further, it seems desirable that an attempt should be made to put into concise and simple form the essential elements of right moral training in the schools, so that it may serve as a guide and help to those who are to engage in the work of teaching. Such a scheme must be general in character, aiming to point out the principal elements of right moral training as they are exemplified in the practice of the most successful teachers, and leaving the details to the tact and skill of the individual. Such a scheme is herewith presented for your consideration and amendment, with the recommendation that after it shall have received your revisal and approval it be printed in the future editions of the pamphlet on the course of study for district schools.

The scheme submitted recognizes three principal elements of moral training: The formation of right habits, the inculcation of right principles, and the development of moral judgment. It is believed that the distinct recognition of these ends, and systematic efforts to realize them, will be more likely to be fruitful of good results, than the plan of trusting to vague impulses, and a desire to maintain good government. The work of the teacher is in like manner presented as three-fold; he must keep about his pupils right conditions for healthful moral development; he must show good management; and he must give right instruction in such a way as to develop moral thoughtfulness. Management is a safer term to use than government, for it sets forth more clearly the right relation of the teacher to his school. They might be used interchangeably; but by usage, government emphasizes rather the element of external restraint and force, which is indeed indispensable but subordinate, while management brings clearly to view the thought that the teacher must enlist on his side, in the interest of progress and uprightness, both the motive forces in the child's nature, and the social forces in the midst of which he lives. The children of a free country must be educated for freedom; and this education for freedom consists in bringing them as early and as constantly as possible under the influence of such motives as ought to control their lives, and by making them to a proper degree amenable to that force of public opinion, under which, as good citizens, they must live. Management is good when it brings the child's own nature into conformity with what is right, so that he feels that he chooses to act thus, and finds increasing strength and self-respect in so acting. An imperfect result of this sort is better than the most absolute submission to external force. It is this that Rousseau meant when he advised the tutor: "Let him (the pupil) be his own master in appearance, and do you take care to be so in reality. There is no subjection so complete as that which preserves the appearance of liberty; it is by this means even the will itself is led captive." And Locke wisely puts the opposite in words which ought to be familiar to every one who has to do with the training of the young: "Slavish discipline makes slavish temper, and so leads to hypocrisy; and where it is most successful it breaks the mind, and then you have a low-spirited, stupid creature, who, however, with his unnatural sobriety he may please silly people, who commend tame, inactive children, because they make no noise, nor give them any trouble, yet, at last, will probably prove as uncomfortable a thing to his friends as he will be all his life a useless thing to himself and others." The words that follow shortly after may be added as a complete statement of what wise management really is: "To avoid the danger that is on either hand is the great art; and he that has found a way how to keep a child's spirit easy, active and free, and yet at the same time to restrain him from many things he has a mind to, and to draw him to things that are uneasy

to him; he, I say, that knows how to reconcile these seeming contradictions, has, in my opinion, got the true secret of education."

The work of the teacher in the moral education of his pupils may be properly considered under three heads: (1.) Creating right conditions for healthful moral development; (2.) forming right habits; and (3.) implanting right ideals or fixed principles.

CREATING RIGHT CONDITIONS.

A child responds much more completely than a grown person to the influences about him. He takes on unconsciously the tone of feeling and the opinions in the midst of which he lives, and himself grows to them. It is therefore necessary to create, so far as possible, a healthful moral atmosphere about him. Some of the chief elements of this are the following:

1. **FRANK RELATIONS.**—It is desirable above all that the relations of the teacher and the pupil should be such that the latter will not be driven to hide his life. Unwise treatment is almost certain to bring about attempts at concealment, which lead to deception and falsehood. The weakness of the child makes this his natural method of defense, and he ought not therefore to be put on the defensive when that can be avoided. Unnecessary and habitual severity, suspicion, continued fault finding, a cold and repellant manner; all these tend to put him in such an attitude. Under their influence he becomes watchful and cunning, learns to take pride in keeping his thoughts and actions from the teacher, and at length is prompted to do that which he knows will be disapproved under the impression that it is "smart." Thus punishment for faults often leads not to their avoidance but to the secret cultivation of them. It is the teacher's duty to prevent such a state of things from arising. He can do so if he is careful to maintain at all times a spirit and attitude of helpfulness toward the child, instead of one of repression and severity. Discipline, when inevitable, should be but an incident to this helpfulness. Sympathy with child-nature, and appreciation of its weaknesses and its better impulses, is indispensable to this end. Helpfulness gains the confidence and coöperation of the child; and confidence and coöperation should be rewarded with increased sympathy and confidence in return.

2. **ORDER AND REGULARITY.**—These should prevail in all the arrangements and management of the school and in all the child's belongings. He will become more self-controlling, thoughtful and conscientious, by being required always to put his wrappings in their proper place, to keep his books and material in order, and to pay a reasonable regard to propriety in his manner of entering the school-room, taking his place in his class, addressing his superiors, and so on.

3. **CHEERFULNESS.**—Children are naturally joyous. They are repelled by gloom, austerity and fretfulness. The atmosphere in which their natures unfold healthfully and properly is cheerful and inspiring. This keeps their powers pleasantly active, and links the life and lessons of the school with associations of enjoyment.

4. **A RIGHT PUBLIC OPINION.**—Public opinion should not be left to grow as it will in a school, for it profoundly influences every member of the little community. Very rarely will a child be found who would not rather defy the teacher than the public opinion of the school. It is inevitable that this should be so, for his happi-

ness depends much more upon his relations to his fellows than upon the teacher. From this it follows that the teacher should earnestly strive to shape the public opinion of the school; and, secondly, that he should avoid putting the child in such circumstances that he will have to choose between obeying the teacher and obeying the public opinion of the community to which he belongs. The teacher shapes the public opinion (*a*) by securing the regard and esteem of his school; (*b*) by talking familiarly with the pupils and publicly to the school of matters which interest the community in such a way as to enlist their sympathies and opinions on the right side; (*c*) by enlisting the more decided characters in support of right through appeals to their sense of honor, and by giving them confidence and such responsibilities as they are capable of undertaking; and (*d*) by avoiding scrupulously all actions which will tend to concentrate public opinion in favor of wrongdoers and against himself. If he is wise and kind, he will be able to keep public opinion on his side, and so to lift it to a higher plane. If he cannot do this, it becomes a serious question for him whether his usefulness in that field has not departed. Second, punishment or severe reproof in the presence of the school is a matter of great delicacy, and should be avoided if possible, unless the teacher is sure that he can keep the sympathies of the school with him. It is especially likely to beget defiance on the part of the culprit, and this, from its apparent bravery, will often gain him the sympathy of his companions, and thus become the means of fostering wrong views in the minds of the pupils as well as wrong relations to the teacher. Good management will avoid, so far as possible, all occasion for such results.

HABITS.

1. A habit is a second nature, and it is formed by doing. Actions which are performed (*a*) regularly, (*b*) uniformly, (*c*) and without opposition from within, become seated in the organism of the person doing them, so that when no special effort is made to resist them they are performed without thought. These are habits. One who would form a habit in another, therefore, tries to see to it that he performs the act regularly; that is, always when the occasion offers uniformly; that is, in the same way each time, and willingly, or without opposition from within, so that his whole nature grows to that way of acting.

2. There are five great school habits: promptness, regularity, order, industry and accuracy. These profoundly affect the whole character, not only increasing the efficiency of the child, and thereby fitting him for the work of life, but developing in him self-control and responsibility or conscientiousness. The demand of the school that the child shall be on hand every day, and at the appointed time, has a higher end than mere convenience. It imposes upon him responsibility, self-control, the necessity of making other things conform to a known and regular duty. The orderly distribution of his time, the habit of applying himself to tasks, although inclination calls to something else, subdues vagrant impulses, and fits him for civilized life; while accuracy, the fundamental virtue of the recitation, unfolds in him the power to see and tell things as they are, which constitutes the love of truth and truthfulness. These results are more vital and abiding, when the teacher, realizing their moral significance, labors wisely to bring the child into sympathy with them, so that he may find a just pride and satisfaction in them.

3. These habits, however, may be, and often are, secured incidentally, as it were,

and without the distinct and intelligent effort of the teacher to implant them; others require more skill and insight. Honesty, for instance, that is, the abstention from trickery and fraud, will not grow in the school without special and intelligent care. Every recitation affords opportunity, and unless intelligently supervised, incitement to dishonesty. To get help surreptitiously is a natural inclination of the child who is being tested; and it is to be feared that not unfrequently school experience serves to strengthen rather than correct it. Manifestly vigilance, careful provision to diminish as much as possible the temptation, and, above all, a sedulous cultivation of right views and feelings in this matter are an important part of the teacher's duty. He should avoid exaggerating the heinousness of an act so natural in a child, while providing against its repetition by inculcating the appropriate maxim, and enlisting the better nature of the child in the effort to overcome the wrong tendency. He must, in short, by patient and continuous effort strive to form a habit of honesty, and at the same time to cultivate the moral intelligence by appropriate teaching. This habit is supported and reinforced by fixed principles, which are firmly seated in the understanding. The other habits, therefore, as they ought to be the expression of fixed principles, firmly implanted, will not require discussion under this head.

IMPLANTING RIGHT IDEALS.

I. There are three principal ways of implanting right ideals: (a) by example, (b) by maxims, and (c) by the formal lesson.

I. **EXAMPLE.**—In all those respects in which the teacher's conduct is open to the inspection of the pupils his example is forming their ideals. He must guard, therefore, against the appearances of evil, which have as great an effect upon the minds of children as if they were realities. In the matter of justice, for instance, the teacher is likely to seem wanting in their eyes from imperfect apprehension of the grounds of his actions. An evident purpose on his part to deal justly will correct this; but he must bear in mind that it is important that they recognize his intention to be just. So with other traits. Example teaches subtly, day by day, and it is the effect of character rather than of specific acts that is abiding. The example of the teacher must therefore reinforce all his moral teaching.

II. **MAXIMS.**—The child, besides being weak, is ignorant, and therefore needs instruction; and moral instruction is attended with the same necessity of tireless iteration as intellectual. It ought not to surprise us that the result of once telling is as evanescent here as in a lesson in number, nor that the child shows the same incapacity to generalize and to apply the principle to new cases in morals as in arithmetic. He often does wrong through ignorance and through lack of judgment, and repeats the wrong for the same reason that he repeats the error in number. How then shall he be taught what is right, and taught it in immediate connection with his action? We answer by maxims, and by maxims so given as to guide his conduct. It will be necessary then to show the manner of using the maxims, and what the more important maxims are.

(a.) *How.* The maxims, to be most effective in the formation of character, should be made as often as possible the real motive of the child's action, or, on the other hand, the critical standard for testing his action. "Be kind," for example, is the positive hortatory form of a maxim, and may sometimes be used effectively in this

form; but as a reproof, a standard for testing his conduct, it takes the interrogative form: "Was that kind?" Again, as a suggestion, it becomes, "It would be kind, I think, to do so and so;" as a critical standard, used in approval of his conduct, it is, "That was kind." By the intelligent and persistent use of such forms, the ideal we wish him to adopt is kept before the child's mind in close connection with his conduct. His thought and action are made to flow about it until it is taken up and assimilated into his nature. Practical wisdom is needed to use it in such a way that he will not react against it, but that it shall rather be an inspiring or reproving force.

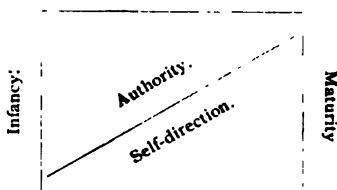
(b.) *What.* In common speech we have various terms which express the same principle with slightly different shadings. Be courteous, be polite, be obliging, be benevolent, be gracious, be gentle, be considerate of others, be generous, be kind, all these are closely related to each other. In selecting the most essential maxims it is desirable not to include all these, as the number, having essentially the same meaning, would tend to confusion, and so diminish the effectiveness of the teaching. Be kind, and be polite, are perhaps the most effective in this series. The following list has been made up by such selections. They are not mutually exclusive, nor has an effort been made to enumerate all the virtues; they have been chosen rather with a view to their practical usefulness in the moral training of the young. They fall in two classes: 1. Those inculcating duties with reference to others are: be (1) just, (2) honest, (3) truthful, (4) kind, (5) polite. 2. Those inculcating duties, with reference to ourselves, are: be (1) pure, (2) self-controlled, (3) industrious, (4) prudent, (5) reverent, (6) courageous.

III. THE FORMAL LESSON involves grave difficulties. It is liable to be dry; the child may react against it so as to be hardened by it; it may tend to formalism or sentimentalism by failure to keep it in close and vital relations with conduct. Such difficulties are to be overcome by thoughtfulness and tact on the part of the teacher. The lesson may take four different forms: 1st, the committing to memory of short selections, maxims, single verses of poetry, a form especially adapted to primary pupils; 2d, the reading of stories selected for some lesson which they inculcate, and afterward talking them over with the class in such a way as to develop the moral judgment in applying familiar principles, the chief end to be sought since the principles are few and easy, and the applications many and complex; 3d, the reading of biographies and anecdotes, which have a power to inspire a high enthusiasm, and create noble ideals in the mind of the young; 4th, the discussion of occurrences in the school, and of items of current news, which furnish material for interesting application of great principles, and give them added weight by the sense of their practical utility. In such exercises discretion is necessary in order to avoid wounding the sensibilities of any one, or awakening passions which will operate against the impression desired.

IV. THREE SPECIAL TOPICS.—There are three special topics, upon which, on account of the special temptations to which the young are exposed after leaving school, it is desirable that some instruction be given. They are, the use of intoxicating liquors, the use of tobacco, and the reading of coarse and debasing publications. The teaching on these subjects should be strictly temperate and non-partisan, an effort to make the pupils understand clearly the evil results of these practices and to enlist their moral sense against them.

GENERAL PRINCIPLES.

I. The child grows from authority to self-direction by gradual progress. Accordingly the method of dealing with him will change as he advances in years. He will be encouraged more and more to govern himself as he is able to do so. By wisely directed confidence in him, and by placing responsibility upon him as he is able to bear it, the teacher will seek to bring the child's will into accord with right action. Education for freedom is education to restrain one's self in such ways as wise direction would restrain. This is a highly important part of the moral education of the child, for if held to the right, mainly by external restraints, there is great danger that he will fly the track when these are removed. This relation of external authority and self-direction has been represented by a diagram as follows:



II. The authority of the teacher is legal and personal—*i. e.*, it rests on rights growing out of relations and confirmed by laws, and it is made effective by the personality of the administrator. In the school-room it is absolutely necessary that the administrator have in him the power to govern, as well as the right to govern. In the primary school this power to govern ought to result from the teacher inspiring confidence and love; in the more advanced grades, from his ability to inspire confidence through respect, and respect is gained by strength of character and attainments, united with practical wisdom. He ought not to domineer over the school, but to manage it. In the past, we have had too much domineering and too little management. Management is the enlistment of the active powers of the children on the side of good order and progress. The teacher must have skill to call forth and keep in his service the conscience, the ambition, the curiosity, the emulation of his pupils. He is not to repress merely or chiefly; he is to bring into play the inspiring and exalting motives, whose service is joy and life, and reduces to the minimum the necessity of repression and punishment. We need more teachers and less dominies; the teacher inspires new life, and the dominie new fear; the teacher manages, and the dominie domineers.

III. The law for the use of motives is, always appeal to the highest which can be made effective. Thus emulation is better than rewards as a motive to study, and ambition is better than emulation. Fear of punishment is one of the lowest motives. Its proper use is to restrain from the repetition of wrong acts, and it is most effective when it comes as the natural consequence of the wrong done. Thus the natural consequence of falsehood is loss of confidence in the offender, which can be made very effective if rightly managed. As the object of punishment is solely to prevent the repetition of the wrong act, the less severe it is, provided it be effective, the better, since thereby the natural sensitiveness of the child is less impaired. Punish-

ments when unnecessary, or unnecessarily severe, harden the nature. The widespread reaction against corporal punishment is wholesome, if it serves to reduce this to cases of absolute necessity, and to make the sense of the disgrace, when it is used, more potent than the physical suffering. The wise teacher will aim to make punishment as far as possible unnecessary, by calling forth the better impulses of his pupils, and will always respect and cultivate their sensibilities.—*Wisconsin Journal of Education*.

National Educational Association.

PRELIMINARY INFORMATION.

The next meeting of the National Educational Association will take place at Saratoga, July 14-18, and it promises to be both interesting and profitable. The arrangements for the reception of delegates are being perfected rapidly.

GENERAL PROGRAM.

The following outline program will give a general idea of the topics to be presented. The general plan is to have short papers, not exceeding thirty minutes, and each paper, in order to facilitate and concentrate discussion, is *to close with a brief summary of the leading points, or the principles set forth in it*.

TOPICS AND SPEAKERS.

I. *The Ethical Side of Education*.—Will Training in Schools, President Isaac Hopkins, Ph. D., D. D., Emory College, Oxford, Ga. The Common School and Morality, J. W. Stearns, LL.D., Madison, Wis.

II. *The Psychological Side of Education*.—The Child's Environment, Miss Clara Conway, Memphis, Tenn.; Mrs. Delia S. Williams, Delaware, O. Psychological Inquiry, W. T. Harris, LL.D., Concord, Mass.; Lewis H. Jones, Indianapolis, Ind.

III. *Instruction and Instructors*.—Philosophy of Learning to do, by Doing, Colonel F. W. Parker, Normal Park, Ill.; A. D. Mayo, LL.D., Boston. Educational Influence of Modern Fiction, Henry Latchford, Ingleside, Md. The Ideal Schoolmaster, General Thomas J. Morgan, Providence, R. I.

IV. *Political and Economic Aspects of Education*.—The Decline of the Apprenticeship System in the United States, Thomas Hampson, Washington, D. C.; General John Eaton, LL.D., Washington, D. C. The Teacher's Business, C. W. Bardeen, Syracuse, N. Y.; Training for Citizenship, George L. Fox, New Haven, Ct.

V. *Public Lectures*.—Among the public evening lectures that are contemplated, there will probably be one on Coral and Coral Islands, by Albert S. Bickmore, Superintendent of the American Museum of Natural History, New York City; and one on Teaching History, by John Fiske, of Cambridge, Mass.

VI. *Reports of Committees*.—Committee on Higher Education of Women, in John Hopkins University, Mrs. Mary Wright Sewall, Indianapolis, Ind.; W. T. Harris, LL.D., Concord, Mass.; W. E. Sheldon, A. M., Boston, Mass.

A cordial invitation has been extended to President Cleveland and L. Q. C. Lamar, Secretary of the Interior, and it is confidently expected that they will favor the meeting with their presence.

Hon. HENRY W. BLAIR, United States Senator of New Hampshire, has been invited to address the Association on the subject of "*Federal Aid to Education*."

The following summary of rates of board and transportation will be of interest :

RATES OF BOARD.

Secure your room as early as possible by writing to Mr. George Church (Superintendent of Schools), Chairman of the Committee on Accommodations, Saratoga, New York. The figures placed after the name of the hotel indicate the number of persons that can be accommodated.

I. At \$2.50—\$3.00 per day.

\$2.50.—Congress Hall, (1,000, two gentlemen occupying same room, \$2.50 each; two ladies, \$2.25; one person occupying room, \$3.00; these rates good from July 8—20 inclusive;) Adelphi Hotel, 150; W. E. Brown, Circular Street, 35.

\$2.50—\$3.00.—Worden Hotel, 250; Mrs. Maria Rool, 50.

II. At \$2.00 per day and upwards.

\$2.00—\$3.00.—S. S. and S. E. Strong, —; Remedial Institute, 175.

\$2.00—\$2.50.—American Hotel, 250; Huestis House, 175; Linwood, 65; Congress Park Place, 75; W. S. Balch, 60.

\$2.00—\$2.25.—Dr. Robert Hamilton's Medical Institute, 75.

\$2.00.—White Street Mansion (Mrs. Huntington), 50; Washington Hall, 75; Howland House, 50; Manor House, 50; Foley House, 50; Walworth Mansion, 40; Mrs. A. D. Orr, South Broadway, 40.

III. At \$1.50 per day and upwards.

\$1.50—\$2.75.—Mrs. George B. Weller, 25.

\$1.50—\$2.50.—Spencer House, 75.

\$1.50—\$2.00.—Holden House, 150; Temple Grove House, 100; Bernard House, 75; Irving Hotel, 150; Aberdeen, 80; Albemarle, 60; Broadway Hall, 50; Mrs. James P. Wright, 40; Mrs. C. H. Ballard, 50; Summer Rest, 50; Circular Street House, 75; Mrs. L. B. Putnam, 24; Broadway House, 50; Pierce House, 50; Mrs. H. P. Trim, 50; J. H. Mabce, 20; Latham House, 60; Commercial Hotel, 100; Franklin House, 75; Mrs. S. B. Thom (Circular Street), 40; Rawson House (Clinton Place), 15; Daniel Eddy, 25.

\$1.50—\$1.75.—Vanderburg Cottage, 20.

IV. At \$1.00 and upwards per day.

\$1.50.—Mrs. L. Hayden, Congress Street, 25; Columbian Place Hotel, 40.

\$1.25—\$2.00.—Rossiler House, 75; Mrs. C. P. Scoville, 40; Miss R. Cranmer, "Clement Place," 75.

\$1.25—\$1.50.—Vermont House, 120; Bates House, 80; Mrs. Cogswell, Broadway, 25; Mrs. E. H. Wright, Ellsworth Block, 15.

\$1.25.—Mrs. W. A. Bwonett, Spring Street, 10; Mrs. L. L. Sharp, No. 15 Spring Street, 25; Mrs. C. S. Smith, No. 165 Philadelphia Street, 10; J. E. Ireland, No. 58 East Street, 15; Mrs. T. D. Carpenter, No. 55 Philadelphia Street, 30; J. C. Fitzlwald, No. 149 Front Street, 25; Mrs. H. H. Douglass, No. 53 White Street, 10; Mrs. M. A. Guer-

ney, No. 40 Franklin Street, 10; Mrs. W. B. Duel, No. 109 Philadelphia Street, 30; W. H. Corbin, No. 157 Spring Street, 10; Mrs. Hadel Covrel, 15; Miss Ida Ferguson, No. 3 Friedlander Row, Washington Street, 16; L. Haff, No. 48 Philadelphia Street, 16; Mrs. H. E. Minor, No. 39 Church Street, 20; Henrietta R. Berry, No. 560 Broadway, 40; Mrs. M. A. Magee, No. 103 Circular Street, 22; Mrs. George Schmidt, No. 120 West Congress Street, 25; Mrs. C. E. Monks, No. 103 Congress Street, 20; Aberdeen, South Broadway, 80. If guaranteed 50, or more, will take for \$1.25 per day.

\$1.00—\$1.50.—Elmwood Hall, 80; Albion House, 40.

\$1.00—\$2.00.—Mrs. Dr. Carpenter, Regent Street, 20.

\$1.00—\$1.25.—Mrs. E. Walsh, No. 10 Federal Street, 20.

\$1.10.—Mrs. L. Hadyn, No. 101 Congress Street, 40.

\$1.00.—Silas Barrett, No. 209 Regent Street, 25; Mrs. A. J. Holmes, Lawrence Street, 10; William B. Donlon, No. 12 Front Street, 20; Mrs. D. A. Bogert, No. 598 Broadway, 10; Mrs. W. A. Burnett, No. 168 Spring Street, 15.

RAILROAD RATES

For Members of the National Educational Association. Membership fee, \$2.00

Thus far transportation rates for Virginia have been arranged only with the Old Dominion Steamship Company. Negotiations with the railroad lines are in progress, and it is hoped that satisfactory rates will be secured. These will be announced in our next issue.

The Old Dominion Steamship Company will sell round trip tickets to New York as follows: Richmond to New York and return, \$14.00; Petersburg to New York and return, \$14.00; Norfolk to New York and return, \$12.00.

These rates include *meals* and *state room*, and are good for return until September 1st.

The New York Central and Hudson River Railroad will sell round trip tickets over its roads at *one cent per mile* if the present rates continue. If the old rates—(two cents per mile)—are restored before July 8th, round trip tickets will be sold at *one and one-fourth* regular fare.

The New York, West Shore and Buffalo Railroad will sell round trip tickets to Saratoga at the same rates as the New York Central and Hudson River Railroad.

The Delaware and Hudson Canal Company's Railroad will issue *return tickets* to any point on their line to members who paid full fare in going to Saratoga—upon the presentation of a proper certificate, to be obtained at the meeting of the National Educational Association, at Saratoga—at *one-quarter fare*.

TICKETS GOOD FOR GOING TILL JULY 18TH; GOOD FOR RETURNING TILL AUGUST 31ST.

RETURN TICKETS MUST BE STAMPED AT SARATOGA.

EXCURSIONS.

Excursions will be arranged to Lake George, Lake Champlain, Ausable Chasm, The Adirondacks, White Mountains, Montreal, Quebec, Niagara Falls, Howe's

Cave, Sharon Springs, Cooperstown, Richfield Springs, the Marble Quarries of Rutland, and to all prominent points of interest, at low rates.

The State Manager will be pleased to furnish upon application any information he may be able to parties who purpose to go to the Association.

WM. F. FOX, *State Manager*,
Box 139, Richmond, Va.

The Reading Circles at Saratoga.

By W. H. PAYNE, of the University of Michigan.

Last year, at Madison, the West felt complimented by the generous attendance of teachers from the East; and this year, if I do not misinterpret the signs of the times, preparations must be made at Saratoga for a return visit, with large additions, from the West. The occasion is inducement enough to draw large numbers of our teachers to the place selected for the approaching meeting of the National Association; but this famous watering place will lend its various attractions to form an extraordinary motive for attendance.

In Ohio, Indiana, Iowa, Illinois, Michigan, and Minnesota, a new educational movement is now well under way, and it has occurred to me that an hour or two might be found at Saratoga for "taking stock of our progress" thus far, to the end that this new work may gain momentum from the net results of collective experience. "The Teachers' Reading Circle" bids fair to become an established institution; and if its plans receive the sanction of the teaching class, as seems probable, there will have been found an agency for the education of teachers more universal, and in some ways, more efficient, than any now in force. I do not desire that the National Association take any formal notice of this new organization; it has not yet passed the period of experiment; but it seems very desirable that the State managers of these Reading Circles should hold a conference for an hour or two for the purpose of adopting some uniformities of practice. I venture to nominate Mr. Burns, of Ohio, and Mr. Geo. P. Brown, of Indiana, as a committee to provide for an hour's conference during the coming meeting of the National Educational Association, at Saratoga.

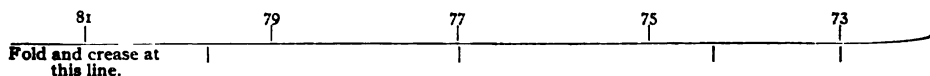
The ayes undoubtedly have it, and it is so ordered!

MAP DRAWING by S. T. PENDLETON—(Continued from last JOURNAL.)

These are all drawn by the author's pamphlet published for some years.

This measure belongs to the next figure, but is put here for want of space on the next page. All the measures are shortened for want of space.

MEASURE FOR MERIDIANS—3 blue line spaces between marks—full scale.



MEASURE FOR PARALLELS—4 blue line spaces between marks—for slates.

Fold, crease and tear off at this dotted line.

By a blue line space is meant the distance between 2 blue lines of foolscap paper.

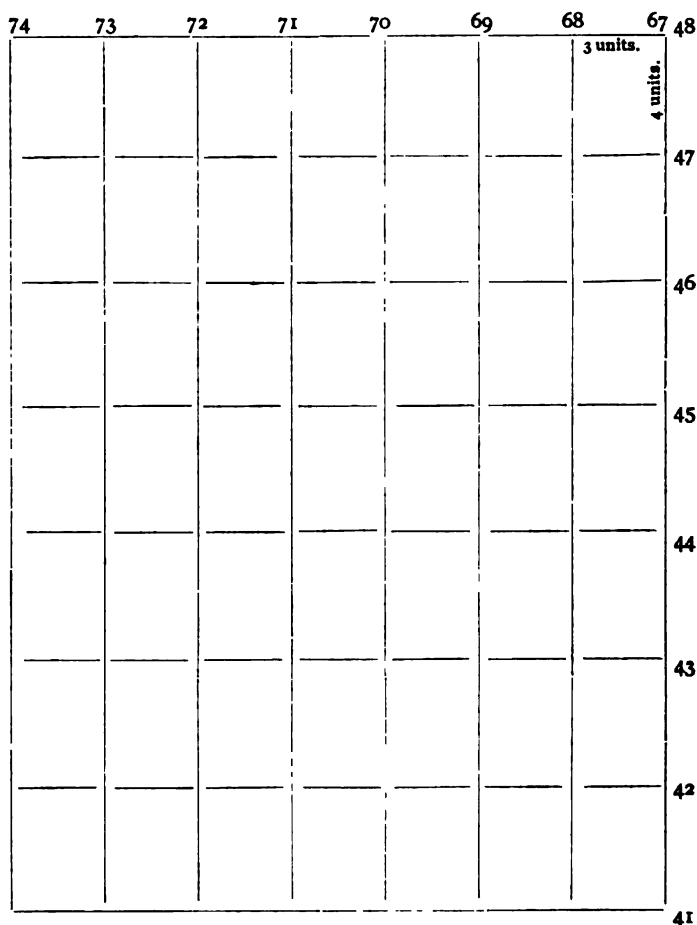
Further, it seems desirable that an attempt should be made to put into concise and simple form the essential elements of right moral training in the schools, so that it may serve as a guide and help to those who are to engage in the work of teaching. Such a scheme must be general in character, aiming to point out the principal elements of right moral training as they are exemplified in the practice of the most successful teachers, and leaving the details to the tact and skill of the individual. Such a scheme is herewith presented for your consideration and amendment, with the recommendation that after it shall have received your revision and approval it be printed in the future editions of the pamphlet on the course of study for district schools.

The scheme submitted recognizes three principal elements of moral training: The formation of right habits, the inculcation of right principles, and the development of moral judgment. It is believed that the distinct recognition of these ends, and systematic efforts to realize them, will be more likely to be fruitful of good results, than the plan of trusting to vague impulses, and a desire to maintain good government. The work of the teacher is in like manner presented as three-fold; he must keep about his pupils right conditions for healthful moral development; he must show good management; and he must give right instruction in such a way as to develop moral thoughtfulness. Management is a safer term to use than government, for it sets forth more clearly the right relation of the teacher to his school. They might be used interchangeably; but by usage, government emphasizes rather the element of external restraint and force, which is indeed indispensable but subordinate, while management brings clearly to view the thought that the teacher must enlist on his side, in the interest of progress and uprightness, both the motive forces in the child's nature, and the social forces in the midst of which he lives. The children of a free country must be educated for freedom; and this education for freedom consists in bringing them as early and as constantly as possible under the influence of such motives as ought to control their lives, and by making them to a proper degree amenable to that force of public opinion, under which, as good citizens, they must live. Management is good when it brings the child's own nature into conformity with what is right, so that he feels that he chooses to act thus, and finds increasing strength and self-respect in so acting. An imperfect result of this sort is better than the most absolute submission to external force. It is this that Rousseau meant when he advised the tutor: "Let him (the pupil) be his own master in appearance, and do you take care to be so in reality. There is no subjection so complete as that which preserves the appearance of liberty; it is by this means even the will itself is led captive." And Locke wisely puts the opposite in words which ought to be familiar to every one who has to do with the training of the young: "Slavish discipline makes slavish temper, and so leads to hypocrisy; and where it is most successful it breaks the mind, and then you have a low-spirited, stupid creature, who, however, with his unnatural sobriety he may please silly people, who commend tame, inactive children, because they make no noise, nor give them any trouble, yet, at last, will probably prove as uncomfortable a thing to his friends as he will be all his life a useless thing to himself and others." The words that follow shortly after may be added as a complete statement of what wise management really is: "To avoid the danger that is on either hand is the great art; and he that has found a way how to keep a child's spirit easy, active and free, and yet at the same time to restrain him from many things he has a mind to, and to draw him to things that are uneasy

Map Drawing by S. T. Pendleton, Richmond, Va. (Copyright), 1885.

III. PARALLELS AND MERIDIANS FOR NEW ENGLAND STATES.

Sec I " " " Virginia for directions.



MEASURE FOR MERIDIANS— $1\frac{1}{2}$ blue line spaces between the marks=3 units, each $\frac{1}{2}$ space. $\frac{1}{2}$ scale

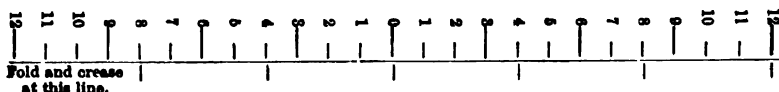
Fold and crease at this line.

MEASURE FOR PARALLELS—2 blue line spaces apart=4 units, each $\frac{1}{2}$ space—for slates.

Fold, crease and tear off at this dotted line.

By a blue line space is meant the distance between 2 blue lines of foolscap paper.

MEASURE—Unit equal to $\frac{1}{2}$ blue line space.



For Parallels on Slate—4 units of measure apart.

Fold, crease and tear off at this dotted line.

These are drawn by the author's Map Drawing Pamphlet, published heretofore.

DIRECTIONS.—Take $\frac{1}{4}$ sheet of foolscap paper with 32 blue lines, make the measure from same sheet of paper by folding $\frac{1}{2}$ inch off left side, creasing, folding again, creasing, and tearing off at the second crease; make marks at edge of first crease on each blue line and half way between each blue line and number, as printed. Double the rest of the $\frac{1}{4}$ sheet to get the centre meridian (97°). Then, 1. *Number and draw the parallels* (every other blue line, or 4 units of the measure apart).* 2. Apply the measure along the 40° parallel so that 0 mark of the measure will be exactly at the centre meridian, and mark dots on the 40th parallel, exactly opposite 0, 3, 6, 9, &c., of the measure, (each 3) to left and right of the centre meridian. Do the same on the 50° parallel, except that the dots are put opposite 0, $2\frac{1}{2}$, 5, $7\frac{1}{2}$, 10, &c., of the measure, (each $2\frac{1}{2}$). 3. *Draw the meridians* by drawing straight lines through the corresponding dots on the 40° and 50° parallel to the 25° parallel. The Stars are printed for dots.

For any other scale, only change the unit of measure, or the distance from 0 to 1, 1 to 2, &c., to, say, 1 blue line space, $\frac{1}{4}$ inch, $\frac{1}{2}$ inch, $1\frac{1}{2}$ or 2 inches for blackboard; make a measure, with the unit chosen, and follow the same directions. To draw by scale of the map, take $\frac{1}{4}$ the distance between the parallels as the unit of the measure.

Distances.—San Francisco to Richmond equal to $122\frac{1}{2}^\circ$ to $77\frac{1}{2}^\circ = 45^\circ$
 $45 \times 53 = 2,385$ miles, because 1° at 40° parallel $= 17\frac{1}{2} \times 3 = 53$ miles. At 50° , $1^\circ = 17\frac{1}{2} \times 2\frac{1}{2} = 44$ miles. At 30° , $1^\circ = 17\frac{1}{2} \times 3\frac{1}{2} = 61$ miles. 1° latitude is *always* $17\frac{1}{2} \times 4 = 70$ miles nearly.

To draw.—If a boundary is parallel to a curved parallel draw it straight, parallel to the straight parallel. Notice points of the map at the centre of the figure formed by 2 parallels and 2 meridians, or at the corner points, or half way between 2 parallels or 2 meridians, or third way, fourth way, and make dots on these parallels and meridians in the same positions, and connect the dots where necessary, as in the case of a river, boundary or mountain.

*For slate, unruled paper, blackboard, to draw the parallels, put the end of the measure exactly at top of slate, &c. near one end, and make dots on slate, &c. exactly opposite those on the measure, 4 units apart; do the same towards the other side of the slate, &c.; then connect the corresponding dots. Draw a vertical line about the middle for a centre meridian.

EDITORIAL PARAGRAPHS.

—The Andover *Review* for May contains a well considered article, by S. T. Dalton, Esq., Superintendent of Schools, New Haven, Conn., with the title: "*What may justly be demanded of the Public Schools.*" After discussing, in a general way, the history of education and the development of the public schools he sums up under four heads what may reasonably be expected: 1. The first and most just demand upon the school is that it lay the foundations of character, quicken the moral sense, and help the child to become an honorable citizen. 2. The second just demand is, that our schools train for life—that the acquisition of power be placed before the gaining of knowledge. 3. That the school furnish the child with a good store of information; nevertheless, it must be remembered that a modicum of well digested information is better than a mind that is crammed; and 4. That health conditions should receive the mutual consideration of all interested.

—President J. D. Dreher will accept our thanks for an invitation to attend the thirty-second annual commencement of Roanoke College, which takes place June 7th–10th. The Baccalaureate Sermon will be delivered by Rev. Dr. R. A. Fink, Johnstown, Pa.; the Address before the Y. M. C. A., by Rev. Dr. R. F. Bunting, Rome, Ga.; the Address before the Alumni, by Rev. Prof. J. H. Turner, Luther-ville, Mo.; and the Oration before the Literary Societies, by Hon. E. John Ellis, of La.

Book Notices.

SCHOOL AND INDUSTRIAL HYGIENE. By D. F. Lincoln, M. D., Chairman Department of Health, Social Science Association. Philadelphia: P. Blakiston, Son & Co. 1885. Price, 50 cents.

This is another volume of the American Health Primers, and is an exceedingly valuable manual on the subject of which it treats, a subject intimately connected with the well-being of both teacher and pupil. It is full of valuable information and suggestion.

For sale by West, Johnston & Co., 911 Main St.

PESTALOZZI'S LEONARD AND GERTRUDE. Translated and Abridged by Eva Channing. Boston: Published by Ginn, Heath & Co. 1885. Mailing Price, 80 cents.

The announcement of this volume in one of our recent issues so completely indicates its scope and plan as to leave little to be said. The educational views of the author, whose great influence on modern educational thought is universally recognized, are shown in the life of an ideal community and are enforced by a practical application. Bonnal is the world, and the methods taken to reform the corruption and raise the moral standard of this little community are but types of those to be employed for the improvement of the world. Important among these is an improved system of education suggested and perfected by woman. The editor and publishers have done good service in presenting this work in an easily accessible form.

THE SWISS FAMILY ROBINSON. Edited for the Use of Schools by J. H. Stickney. Boston: Published by Ginn, Heath & Co. 1885. Mailing Price, 50 cents.

The publishers have added to the obligations of the children (and, indeed, of the parents, too) in presenting in cheap and desirable form this charming volume in their series of "Classics for Children." Our high estimate of the value of the series increases with each successive volume.

THE JOURNAL OF PROCEEDINGS AND ADDRESSES OF THE NATIONAL EDUCATIONAL ASSOCIATION, Session of the year 1884, at Madison, Wis. Published by the Association. Boston: J. E. Farwell & Co., Printers. 1885. Price, \$1.50.

The meeting at Madison was the largest and most successful in the history of the Association. The attendance was very large and the papers and discussions especially good. The address of the President, Hon. T. W. Bicknell, was very comprehensive and valuable. In the meeting every department of education was represented and in each the thoughts of our best educators were presented for consideration. The volume may be obtained of the Treasurer, N. A. Calkins, 124 E. 80th St., New York, or the New England Publishing Co., Boston.

BRAIN WORK AND OVERWORK. By H. C. Wood, Jr., M. D., Clinical Professor of Nervous Diseases in the Univ. of Penn. Philadelphia: P. Blakiston, Son & Co. 1885. Price, 50 cents.

This volume is one of the series of "American Health Primers," and treats of a subject that demands and is securing increased attention. The author treats in a plain way this important subject presenting the causes of brain trouble and suggesting the proper remedies. The author is not an extremist, but presents clearly and forcibly the dangers of many of the habits of the brain-workers. Every teacher would derive benefit from a careful reading of this book. For sale by West, Johnston & Co., 911 Main St.

TALKS WITH MY BOYS. By William A. Mowry, for twenty years Senior Principal of the English and Classical School, Providence, R. I. Boston: New England Publishing Co. 1885. Price 75 cents.

This volume contains the "talks" made at various times by the author to the classes in his school. It is written in the simple and unpretending, yet pointed style that we might expect in the every-day talks of the teacher. It is practical in its aim, and imparts many valuable lessons.

VIRGINIA COOKERY-BOOK. Compiled by Mary Stuart Smith. New York: Harper & Brothers, Franklin Square, 1885. Price \$1.50.

DIET FOR THE SICK. A Treatise on the Value of Foods, their Application to Special Conditions of Health and Disease, and on the best Methods of their Preparation. By Mrs. Mary F. Henderson, Author of "Practical Cooking and Dinner-Giving." Illustrated. New York: Harper & Brothers, Franklin Square, 1885. Price \$1.50.

These two books form a library in themselves on their special branch—the one designed for the pleasure of the well, the other for the benefit of the sick. The former is based on Mrs. Randolph's "Virginia House-wife," and contains directions for the preparation of those excellent dishes that have made Virginia house-keeping noted all over the country—the latter treats of a department that is even more important—the proper preparation of food for the sick. We have turned the volumes over to the lady member of our firm, who has carefully studied them, and has expressed great satisfaction with their contents.

For sale by Messrs. Randolph & English, 1302 Main Street.

Publishers' Notes.

—TEACHING HISTORY.—The Normal Book Concern, of Ladoga, Ind., announces the issue of a book, known as *United States History Outlined*. By C. M. Lemon. The work promises to be a complete, systematic topic list of U. S. History. Such a book will relieve the over-tasked teacher of much arduous work and greatly aid the pupil. Orders will be filled by mail at 25 cents for cloth bound and 15 cents for paper.

—T. B. Peterson & Brothers, Philadelphia, will issue in a few days "*Snob Papers*," by Adair Welcker, Deputy Superintendent of Public Instruction, Sacramento, California. The scene is laid in San Francisco, Oakland, and the surrounding country, and the hero, a bluff old "Forty-Niner," has grown rich at the mines. He comes to San Francisco to mingle with the Snobs and see Life, and the shrewd sayings, delivered in peculiar style, are of the most convulsing type. "*Snob Papers*" will be published in one large duodecimo volume of five hundred pages, at the exceedingly low price of seventy-five cents a copy in paper cover, or \$1.25 bound in morocco cloth, and copies will be sent to any one at once on receipt of price. Local agents wanted in every county. Address T. B. Peterson & Brothers, Philadelphia, Pa., for special terms to agents.

The Magazines.

THE ATLANTIC MONTHLY for May.—Contents: A Country Gentleman, XIV.-XVI, M. O. W. Oliphant; The Misused H of England, Richard A. Proctor; The Prophet of the Great Smoky Mountains, IX., X, Charles Egbert Craddock; The Victory of Patience, Helen Jackson; Childhood in Early Christianity, Horace E. Scudder; Madame Mohl, her Salon and her Friends, Fifth Paper, Kathleen O'Meara; John Sebastian Bach, 1685-1885, J. S. Dwight; Pan, James B. Kenyon; A Marsh Island, XV.-XVIII, Sarah Orne Jewett; George Eliot's Life, Henry James; The New Portfolio, VII, VIII, Oliver Wendell Holmes; Her Explanation, E. R. Sill; A Bird Lover's April, Bradford Torrey; Henry James; Woodberry's Poe; A Popular Manual of English Literature; The Contributors' Club: A Roof-Tree—Some Hints about Foreign Nobility—M. Jean Gigoux's Souvenirs—Persian Forms in German Verse; Books of the Month.

The Century, Lippincott, The Popular Science Monthly, The North American Review, St. Nicholas and Our Little Ones and the Nursery, filled as usual with entertaining and valuable matter, have been received.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Summer Institutes.

Our arrangements for these institutes are proceeding very satisfactorily, and everything indicates that they will be more than usually successful. The institute at Staunton will open the 14th of July, and will be under the general direction of Superintendent Bowles of that city, and Superintendent Roller of Augusta, assisted by committees of citizens and the adjacent superintendents.

Professor C. H. Winston, of Richmond College, Professor W. B. McGilvray, principal of the Elba School of Richmond, and Professor F. V. N. Painter of Roanoke, will have charge of the instruction of the institute. These gentlemen are all engaged in school work in Virginia, and each has attained success in his department; and the teachers who attend the Staunton institute can rest assured that the instruction imparted will be thorough and practical. Professor McGilvray is, perhaps, best known to the public free school teachers of Virginia, having been engaged in institute work in the State from the inauguration of the system. He understands the difficulties of the teachers, and can render them valuable aid in learning how to overcome them.

The institute will open at 8½ A. M. on Tuesday, the 14th of July, 1885, and will close Friday, the 7th of August, 1885.

The Fredericksburg institute will open at 8½ A. M. on Thursday, the 16th of July, 1885, and will close Saturday, the 8th of August, 1885. It will be under the general direction of Superintendent General Daniel Ruggles of that city, and Superintendent J. M. Holladay, of Spotsylvania county, assisted by the committees of citizens and the adjacent superintendents. Professor T. J. Mitchell, of Charlotte, North Carolina, and Professor J. G. Swartz, of the Virginia Military Institute, will have charge of the instruction. Professor Mitchell has had considerable experience, and comes to us well recommended as a successful institute worker. Professor Swartz was at the Harrisonburg institute last summer, and gave general satisfaction to all who were present.

This institute is in easy reach of King George, Caroline, Essex Westmoreland, Richmond, Northumberland, Accomac, Mathews, Gloucester, York, Elizabeth City, Warwick, and all the rest of those counties near to and bordering on the Chesapeake Bay and the streams that empty therein, and we trust that every teacher will arrange to be present. The time is short; and surely every teacher can give a few weeks to *needed* improvement; or, if they are *proficient themselves*, can come and lend their aid to help those who are not.

MARION.

The Marion institute will begin Tuesday, the 21st of July, 1885, and will close Friday, the 14th of August, 1885. It will be under the general management of Superintendent Major A. G. Pendleton, assisted by the committees of citizens and the adjacent superintendents.

Professor George A. Walton, of West Newton, Massachusetts, will have charge of the instruction, and will be assisted by his wife. Professor Walton enjoys a national reputation in the school world, and stands at the head of professional institute conductors. Mrs. Walton loses nothing by comparison with him, and in some departments—without disparagement—may be regarded as his *superior*. They had charge of the Blacksburg Institute in 1883, and by their plain and accurate instruction gave the teachers who were present much valuable information.

We trust that all the teachers of Smythe county, and of the counties adjacent, will avail themselves of this splendid opportunity for improvement.

Professor Walton has furnished the following outline of the work to be done at Marion, and will arrange a more detailed programme, which will be given in the circular of information:

“There will be a daily lesson in the theory and practice of teaching, including the conduct of teacher and pupils, the organization of the school, its government and daily routine of work, with the method of assigning lessons, hearing recitations and using illustrations. The proper means for teaching, as the construction, arrangement and furnishing of the school-house, and the necessary apparatus, will be discussed.

“Instruction will be given in methods with special reference to

teaching arithmetic, language and grammar, including spelling and punctuation, penmanship, geography, history, and the elements of drawing, botany and physics. A course of lessons will be given in elocution and vocal culture, and there will be object lessons in form, color, etc.

"The purpose of the normal institute is to furnish a set of topics for teaching each of the branches of study, and, so far as time permits, to give in each branch a progressive series of illustrative lessons.

"To get the full benefit of the instruction, members must attend all the sessions. It is especially desirable that members should be present at the opening and during the first week.

"Lectures on topics of general interest will be given on one or more of the evenings of each week during the institute."

DANVILLE.

This institute for colored teachers will begin Tuesday, July the 7th, and will continue until Thursday, July 30th, 1885. It will be under the general supervision of Superintendent H. C. Slaughter, assisted by the local committees and the adjacent superintendents. Professor H. P. Montgomery, one of the colored supervisors of the public schools of Washington, D. C., with his own corps of teachers, will have charge of the instruction.

Professor Montgomery is well known to the people of Virginia as an instructor, having been employed in institute work in the state almost every year since state institutes were inaugurated, and as showing the appreciation in which he is held by the school officers of the State, it may not be out of the way here to state that he was unanimously elected president of the Virginia Normal and Collegiate Institute by the State Board of Education, the 31st day of December, 1884, under a law approved December 1st, 1884, and the board still hopes that he will accept the position.

He promises a fine corps of teachers and says: "The following subjects will be actually taught: Algebra, Physics, Grammar, Geography, including Map-Drawing, History, Reading, Pedagogics and Drawing. Physics will be taught by suitable experiments which can be arranged for and performed by any one of ordinary intelligence. The faculty will be composed of four persons."

This is the finest opportunity that the colored teachers have had

for years to improve themselves and we expect them to avail themselves of it. We published in the last JOURNAL the proposition of the citizens of Danville, and every teacher who appreciates his responsibilities can and should attend. On no class of our citizens does as much depend at this time as upon our colored teachers. They are the ones who are to lead their people from moral and mental darkness into the light of higher manhood and womanhood, and unless they are thoroughly prepared for the work they are a hindrance rather than an advantage.

Virginia Normal and Collegiate Institute at Petersburg.

An act providing for an eight weeks' course of instruction for the colored teachers in this state at the above institution, was passed March 7th, 1884, and was amended December 1st, 1884. It provides "that the *President*, Secretary and Faculty of the Virginia Normal and Collegiate Institute shall be required during each and every year to conduct a summer session of eight weeks for the benefit of the colored teachers in the public schools of the state and those who expect to make teaching a profession; said summer session to commence on or about the first day of July and not later than the 10th of said month in each year. The day above named for the commencement of the said summer session to be fixed by the Superintendent of Public Instruction and the said session to continue for eight weeks."

In obedience to this law we have fixed upon Thursday the 9th day of July, 1885 for opening the said summer session, and, as required by law, it will close Thursday the 3d day of September, 1885. The instruction will be under the management and direction of the Principal, Secretary and Faculty of the institution and will consist of a thorough drill in all the branches taught in our public free schools, together with instructions in the best normal methods, and affords a fine opportunity to those teachers who have not had a chance to master the branches they are required to teach. The law provides, Sec. 4, "that the teachers in attending such summer session may occupy the rooms of the school and in all respects have the same accommodations as the regular students have during the regular course of instruction, and subject to the rules and regulations made for their government by the Board of Education. They shall receive certifi-

cates for proficiency and attendance and such other marks of distinction as the Board of Education may think proper and by rules establish." Sec. 6. "The charge for board shall not exceed *eight dollars* per month while attending said session, and should it exceed that sum the deficiency shall be paid from the annuity fund of this school." Thus it is seen that the law brings this session within the means of every colored teacher in the state and leaves no excuse for failing to attend at least a part of the time. Sec. 4 provides that "when any county or city superintendent of schools shall be notified of the time of the commencement of said summer course he shall *notify all* the colored school teachers in his city or county," &c. Therefore all county and city superintendents are hereby notified that the summer session of the Virginia Normal and Collegiate Institute at Petersburg, for colored teachers, and those who expect to teach, will open at said institution the 9th day of July, 1885, and will continue for eight weeks from that date, and that they are required to comply with the law without further notice.

A programme of studies will be arranged before the session begins.

Interest Manifested.

We are very glad to see that the superintendents directly in charge of the institutes are showing so much energy in working up an interest in them. Superintendents Bowles and Roller have out a very neat circular inviting and urging *all the* teachers to attend at Staunton. Superintendent Pendleton has one in course of preparation, in which he offers strong inducements for *all the teachers* to attend at Marion, and Superintendent Holladay is determined that the old town of Fredericksburg shall not be left, and will, in a few days, have out a circular presenting its claims and urging teachers to attend the Fredericksburg institute. Superintendent Funkhouser, of Rockingham, the editor of *The People*, shows his appreciation of past favors and will do his best to make all of the institutes succeed, and will in a short time publish a normal edition of his valuable paper for free distribution with special reference to the Staunton institute.

We now desire to appeal directly to the teachers to know if all this effort shall go for nothing, for it will amount to nothing if you do not attend the institutes. We know that you are hard-worked members of an under-paid profession, but will your salaries ever be

any better until you impress upon the world your *existence* as well as your importance, to say nothing of your skill? Attend the institutes. All other professions and trades are bound together by organizations for mutual development and *protection*, then why should the teachers act as a disorganized body? Attend the institutes, join the reading associations and make use of every available means to improve yourselves, and you will be in a better condition to demand more wages.

Circular of Information.

We are in correspondence with the railroad and other transportation companies, and as soon as we get their rates will publish a circular of information for the use of teachers and others, which, in addition to what has already been stated, will contain the propositions of the respective points, railroad rates, programme of exercises, and so on.

School Census.

We are putting up the census blanks upon which to take the census of the children of the State as the law requires, and hope to have them in the hands of the superintendents before they receive this JOURNAL. We published in the last JOURNAL some of the requirements of the law and respectfully refer all who are interested to the law for information.

The blanks will be sent directly to the superintendents, except in the following counties: Giles, Grayson, Highland, Lunenburg, Mathews, Northumberland, Patrick, Lee, Tazewell, Bland, Carroll, Craig, Dickenson, Essex, Princess Anne, Stafford, Westmoreland, Wise, Scott and Russell. As these counties are remote, to save time and facilitate the work, one-half of the blanks will be sent directly to the clerks and the remainder to the superintendents. This will not relieve the superintendents of responsibility; in every instance they will be required to exercise special care in securing a prompt and accurate discharge of this duty by the *district clerk*, and will save themselves trouble if they will follow strictly the instructions contained in the circular accompanying the blanks.

The Best Way to Induce Teachers to attend the Institutes.

It has been suggested by Superintendents Bowles, of Staunton, and Roller, of Augusta, that the best way to induce teachers to attend the summer institutes is for each superintendent to convene his teachers at some central point and there to present the great importance of these institutes to them "face to face."

This is a good idea, and we hope superintendents will adopt it. Frequently the failure of teachers to attend the institutes is due to a want of *definite information*, and as they are arranged this year so as to bring them within easy reach of all we expect superintendents to be more than usually energetic in getting their teachers to attend. Let us show our appreciation of the value of the aid extended to us by the Hon. J. L. M. Curry, agent of the Peabody Education Fund, by all attending the institutes. Last year we had four institutes, giving sixteen weeks' instruction, and one thousand *teachers* attended. This year we have five institutes giving twenty-one weeks' instruction, and we expect over fifteen hundred teachers to attend. This is a very small proportion of the 6,371 teachers employed in the State, being less than *thirty* per cent.

It wont do for superintendents to *wait until* the institutes open, and then wonder why *their* teachers are not *present*. Now is the time to get them to attend. Teachers are *human*—strange as this assertion may seem to some—and require time to make up their minds and to make their arrangements to attend. We look to the superintendents to agitate this matter and shall hold them responsible for their teachers' failing to be present. Of course it is unreasonable to presume that every teacher can or will attend an institute, but every *county should be represented* at one or the other institute for white teachers, as well as those for colored.

We find that over *forty counties* last year had not a teacher at either of the institutes. A *census* of the teachers who attend the institutes is taken, and in the report for 1884, of the institutes held that year, table 13 gives the counties represented and the number who attended from each. We are determined this year to do more and intend to publish the name of every superintendent whose county or city is not represented at one or the other of the institutes, and *ask him the reason for the failure*.

The institutes are located so as to be accessible to *all the* teachers.

We have been to much trouble to arrange for reduced rates of board and transportation. We have had to exercise great care, with the small amount of funds at our disposal, to arrange so as to run the four institutes, and but for the liberality of the towns, where they are to be held and the citizens of those towns it could not have been done. It will not do for superintendents to attempt to excuse themselves on the plea that this is extra work without any *extra pay*; the work done by this office in arranging for the institutes is all *extra work*, and is even outside of that authorized by the State, and its laws, but in our judgment it is the most needed and the most beneficial work done by this department, notwithstanding the large amount of extra labor it entails. Then, superintendents, let us all do our duty, commencing now and continuing until the institutes are successfully closed. The circulars, containing fuller information, will be sent you just as soon as they can be prepared; but don't wait for them, you are in possession of all the *vital* information; go to work.

Peabody Scholarships.

Examinations to fill the vacancies in these scholarships at the Nashville College will be held at Staunton Institute commencing Thursday, July the 30th, 1885; at Fredericksburg, commencing Tuesday, July 28th, 1885, and at Marion, commencing Thursday, August 6th, 1885.

All who desire to enter the competition for these scholarships are required to attend one or the other of these examinations. All further information can be obtained by addressing this office.

Institute in Northampton.

Superintendent J. C. Weaver, of Accomac county, reports a very successful institute held at Eastville, Northampton county, May the 5th and 6th, and says that thirty teachers were present, "some having travelled over sixty miles." We commend their zeal and hope they will persevere in the good work and extend their travel to the Fredericksburg institute. He says "the work of the institute was good, and tended *largely to raise* the standard of public schools and con-

vinced the neighborhood that men and women had them in charge fully competent and worthy of confidence."

Prof. George E. Little.

The chalk-talk man will give lessons in drawing at all the institutes.

Hon. W. H. Ruffner,

Principal of the State Normal School at Farmville, will attend the Staunton institute and promises, if possible, to visit those at Marion and Fredericksburg.

Circular No. 443.

In addition to the information contained in this circular we desire to state that the law does not allow any compensation for listing children under five years of age. See Sec. 75 of School Law. Children under five years of age are required to be listed under the provisions of the said section (as stated in the circular), that declares "and to gather statistics relating to the interest of education in the district according to forms furnished from the office of the Superintendent of Public Instruction."

OFFICE OF SUPT. OF PUBLIC INSTRUCTION.
RICHMOND, *May 27th, 1885.*

I have just received a communication from Prof. W. B. McGilvray. He declines to assist at the Staunton institute. I regret this, but in due time will make suitable provision to fill this unexpected vacancy.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

SCHOOL LAW OF VIRGINIA.

(Continued from page 184.)

143. Be it enacted by the general assembly, That whenever the said Norfolk and Western railroad company shall pay unto said Board of Public Works the sum of five hundred thousand dollars aforesaid, or any part thereof, it shall be the duty of the Board of Public Works to pay the sum of four hundred thousand dollars, part thereof, into the treasury to the credit of the public free school fund, and subject to the draft of the State Board of Education, at the rate of one hundred thousand dollars per annum, to be expended by said Board for purposes of public education, and apportioned ratably among the school districts of this State, as current revenues for similar purposes are apportioned.

144. The remaining one hundred thousand dollars, of the sum so paid, shall be paid into the treasury on special deposit subject to the future action of the general assembly, the same being intended for the erection and maintenance of a normal school for colored teachers, to be hereafter established.

HOW STATE FUNDS OTHER THAN THOSE PROVIDED FOR IN THE ACT APPROVED MARCH 6, 1882, ARE PLACED IN COUNTY TREASURY.

Treasurer to notify county superintendent thereof.

145. At the proper time each county superintendent of schools shall notify the county treasurer in writing that the State money apportioned to the county is ready for distribution, whereupon the county treasurer shall forthwith make requisition in due form upon the second auditor of the State for the amount specified, and as soon as the money has been received into the county treasury, it shall be the duty of the treasurer to inform the county superintendent in writing of the fact.

HOW MONEY FOR SCHOOL PURPOSES,

Other than those provided for in the act approved March 6, 1882, is drawn from county treasury.

146. The methods of drawing school moneys from county treasurers shall be as follows:

147. For the pay and allowances of the county superintendent of schools, so far as the same is to come out of the county funds, a warrant therefor in writing shall be drawn, signed by the county superintendent himself, stating on its face the ground on which such pay or allowance is claimed, and verified by his own affidavit; but if the county treasurer has reason to doubt the validity of the claim, or any part of it, it shall be his duty to withhold payment, and to state the ground of his doubts on the

back of the warrant, and transmit the same to the Superintendent of Public Instruction, and finally to be governed by his instructions. But if the warrant be manifestly in accordance with the provisions of law the treasurer shall pay it.

148. For the pay of public free school teachers, of the clerks of boards of district school trustees, the cost of providing school houses, and the appurtenances thereto, and the repairs thereof, school furniture and appliances, necessary text-books for children attending the public free schools, in cases where the parent or guardian is unable, by reason of poverty, to furnish them, and any other expense attending the public free school system, so far as the same is under the control or at the charge of the school district or its officers, it shall be necessary first to obtain from the board of school trustees, of the district concerned, an order approving the claim, and directing it to be paid, which shall be duly recorded in the proceedings of the said board; whereupon a warrant in writing shall be drawn, signed by the chairman of the said board, and countersigned by the clerk thereof, payable to the order of the person entitled to receive such money, and stating on its face the purpose or service for which it is to be paid, and that such warrant is drawn in pursuance of an order of the board.

TREASURER'S ACCOUNTS, HOW RENDERED AND EXAMINED.

149. The treasurer of each county shall once a year, or oftener if required, render to the county superintendent an account of all receipts and disbursements of school moneys which have passed through his hands during the year, and exhibit his vouchers for disbursements; and the county superintendent, having examined the said accounts and vouchers, shall transmit the account to the Superintendent of Public Instruction, and report whether the vouchers are satisfactory.

REPORT OF THE COUNTY TREASURER, WHEN TO BE MADE, WHAT TO CONTAIN.

Reports of clerks of district boards; delinquencies of officers, how noted.

150. It shall be the duty of the treasurer of the county to furnish for the use of the county board, at its annual meeting August 1-15 of each year, a full report, together with his vouchers and other official papers, which contain all accounts, evidences of payments, and other transactions pertaining to the receipt and disbursement of funds for public free school purposes during the year next preceding; and in like manner it shall be the duty of the clerks of all the district boards to lay before the county board at the annual meeting their official record and account books, vouchers, contracts, deeds, and all other official books and papers pertaining to the school business of the year just closed. Upon the examination of these records, accounts and other papers, should there appear to have been any delinquency or irregularity in the acts of any treasurer, district board of trustees, or of any officer or member thereof, it shall be the duty of the county school board to make a minute of the facts upon its records, and to take such other action as the case or cases may require.

FINES FOR NEGLECT OF DUTY BY THESE OFFICERS; DUTY OF COUNTY SUPERINTENDENT.*Who may remit fines.*

151. Should any county treasurer, or clerk of any district school board, fail to produce and lay before the county board his books and papers, as required in the preceding section, it shall be the duty of the clerk of the county board to enter upon the minutes of that meeting a fine of five dollars against every such delinquent treasurer or clerk, which amount shall be deducted from the pay or percentage of such officer. Moreover, it shall be the duty of the county superintendent, before sending his annual report to the Superintendent of Public Instruction, to visit and examine the books and papers of every such delinquent officer, and to make a special report thereon in connection with his annual report. It is hereby provided that the county board shall have power to remit the fine of five dollars on the presentation of good and sufficient reasons for so doing.

SETTLEMENT OF OFFICERS' ACCOUNTS; LEGAL PROCEEDINGS AGAINST THEM.

152. The county school board shall have power, and it is hereby expressly made the duty of said board, in the event of any delinquency or irregularity in the acts of any treasurer, district board of trustees, or of any officer or member thereof, to take such steps and institute such legal proceedings as may be necessary and proper in order to secure a complete settlement of the accounts of such treasurer, board of trustees, or officer or member thereof, and a full and clear exhibit of the transactions of said officer or board in connection with the receipts and disbursements of any funds for public school purposes, and to compel the payment over of any balance that may be in the hands of such treasurer, board of trustees, or officer or member thereof. The county school board shall have power, and it shall be the duty of said board to take such steps and institute such legal proceedings as may be necessary and proper to secure a complete settlement of the accounts of any trustees to whom any funds or other property for the purposes of common school education shall have been entrusted, and to secure a full and proper administration of the said trusts; and to this end they may apply to the courts for the removal, for good cause shown, of the old trustees, and for the appointment of new trustees, either in place of those so removed, or to fill vacancies, and to institute such suits or action as may be necessary to compel the payment over of any balances in the hands of the old trustees so removed, or to correct any defect or irregularity whatever in the administration of such trust fund or other property. It is hereby made the duty of the attorney for the commonwealth to act as attorney for the said county school board, and to institute such legal proceedings as the said board may think proper and necessary.

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THE Educational Journal of Virginia.

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No. 6.

Teaching Geography.

In a recent paper published in the *N. E. Journal of Education*, Superintendent Tarbell, of Providence, R. I., speaks thus fittingly of the study of Geography:

"But we cannot give up geography, for, setting aside reading, which is the queen of the course, and respecting whose importance almost any claim is reasonable, no study of the grammar grades does more to give ability to converse intelligently, to read understandingly, or adds more to the general culture and intelligence of our pupils than geography. No other study does more to broaden and liberalize; none does more to render serviceable the imagination or cultivate the power of generalization, of combining under a general law a great number of particulars, which is the secret of good memory and the essential of mental grasp and scope, than does geography, rightly taught. We must study it sufficiently to gain in good degree these ends, unless we sacrifice thereby some greater good."

This is admirable in itself; it is all the more admirable as an introduction to an argument for cutting down the amount of work in geography commonly done in the grades below the High School, and for new methods of instruction. Both of these topics, more especially the second one, will be considered in this paper.

The former method of teaching geography was to crowd into the child's mind a vast number of facts—names of capes, rivers and towns, statistics and bits of history—that had, as taught, little or no relation to each other, and that lay there as unorganized and dead as a shovel-full of pebble-stones cast into a basket, that is, until most of them were forgotten, which was very quickly and thoroughly done. This method of teaching has been greatly mitigated but has not been abandoned. Superintendent Tarbell shows that it still exists:

"In the West it is a common rule of school boards that teachers shall prepare themselves for their daily work by such a study of the lessons of the day that they can be conducted without the text-book.

A brother superintendent told me that one of his teachers, in pleading the hardship of this rule, said, 'I have taught geography from the same book for a dozen years and it is just as hard work to prepare for my classes now as it was when I first began.' I know that similar experiences are numerous. What shall be said of teaching involving such results? If teachers, after several times committing lists of rivers and mountains cannot remember them to any useful degree, what of the poor pupils? Nor does this cultivate any valuable power; not even was the memory designed to bear such a burden. Like the patient camel, when overburdened, it refuses to rise with the load."

Disapproval of the stuffing-in process does not imply prejudice against facts and memorizing. Facts are the raw material of science and a good memory is essential to a well-furnished mind. John Locke says, "There are millions of truths that men are not concerned to know;" but there is also a multitude that they are concerned to know. Such a scholar as Scaliger, such a historian as Macaulay, such a natural philosopher as Humboldt, is not more remarkable for his power of generalization than he is for his immense treasure of information. The business of the educator is to choose facts wisely and to teach them according to their own nature and according to the nature of the mind. Nor does it follow that certain facts shall not be taught because part of them are sure to be forgotten. No one can tell in advance which will be retained, which lost. Moreover, the forgotten facts may leave behind them a permanent effect.

In current geography-teaching too many facts are taught, many of those taught are not wisely chosen, and the teaching is not according to the nature either of the facts or of the mind. More narrowly, too many special facts and too few general facts are taught. The teacher fails to grasp the idea of geographical units or wholes; or if she does grasp it, her unit is the ultimate fact, as a river or mountain, city or railroad. What I mean is, that this is all true in a measure. No matter how they may dispute whether or no study should proceed from particulars to generals or from generals to particulars, sensible teachers will not differ as to the end to be gained in teaching any large unit, as the United States, New England or Maine. This end is a clear and strong grasp of the outline, filled in with a few well-chosen details; that is, relatively few.

The Cleveland course of study directs that the work in formal geography shall begin in the A Primary year with the study of important definitions and of the States in outline. Then the work pro-

ceeds as follows: the United States as a whole, the States in groups, the States severally. Throughout all these stages two things should be kept constantly in mind: to consider the country, the group of states or the individual state as a unit; to teach general rather than special facts, though not to the exclusion of the latter. Following the order of topics given, enough large facts of the United States should be taught to give the pupil a general idea of the whole; then enough of the same kind of facts to give him a general idea of the group; lastly, enough of the general and special facts of the State to answer the purpose stated at the close of the last paragraph. In handling the whole country at this stage, it is particularly important to seize the facts that belong to all groups, if any. Similarly, in handling the group of states the facts that belong to all or to most of the states in the group, should be presented. The method to be followed when the State is the unit under consideration may be thus illustrated.

The grammar-school geographies now in use contain, in map and text, several hundred items of information about the State of Maine. Under some circumstances a man would need to possess all this information and much more besides; but this is not necessary or advisable in the case of the Ohio school-boy. The following will answer all his purposes: 1. The surrounding units in their relations; 2. The form and comparative size of the state; 3. The surface of the central and northern parts, also of the coast belt; 4. Three or four rivers, two bays, one lake, one mountain, one island; 5. Three or four cities; 6. Two or three agricultural and as many manufacturing industries; 7. Commerce and the fisheries; 8. One or two colleges. To be sure, the general facts can all be broken down into special facts, but the teacher should keep to the general as far as consistent. It is believed that not more than twenty-five special facts need be individualized. However, Maine should not be considered finished until all these facts have been organized and unified. When this has been done by an act of synthesis, and the product touched by the imagination, the pupil will have in his mind a picture of a State of a certain form and comparative area—mountains, lakes, small rivers, forests, lumber camps, towns, &c., in the North; an undulating surface, larger rivers, farms, manufacturing cities and towns in the South; a fringed sea coast and numerous seaports, railroads, hundreds of factories, schools, and churches; an intelligent and industrious people; the whole picture in a setting formed by Canada, New Hampshire, and the ocean. Such a picture as this

is all that can be left permanently in the mind, and parts of this will become indistinct with time. The other States of the group should be taken in the same way, only in one or two cases the picture will be fuller and in one or two others less full. Later they will all be united in one general picture of New England. And similarly, the other States and groups of States in their order. At last, all the groups will be reduced into one picture or mental map of the United States. However, the teacher must not fail to observe that each unit, as a State, should be taught according to its nature; in one case, ten facts will answer, in another five times that number may be required. No superintendent can tell the teacher *how many* items of information to teach in given cases; no wise superintendent would do it if he could. Nor need the teacher count them. The teacher should closely scan the perspective of the study; that is, learn to measure the value of the various topics and of the several facts grouped under them. The following remarks will be found useful in the study of geographical perspective:

1. The pupil should pay more attention to his own State than to any other.
2. His own country should have precedence over all other countries.
3. Of foreign countries, he will study those with the greatest care with which his own State and country are closely connected by industries, commerce, intellectual, political and moral life.
4. Next may be mentioned the present standing of countries in the scale of civilization—their position in the march of progress.
5. Historical relations will follow; facts of race, descent, emigration, and social and legal institutions.
6. The place of countries in history and literature.
7. Other things being equal, the near will claim more attention than the remote.

Much can be said to show that another order would be better than this one. There are exceptions even to the first two rules laid down, if the language is taken in the strictest sense. However, these guides to the study of perspective will answer the present purpose. The last five rules will apply as well in the study of parts of one's own country as in the study of foreign lands. Moreover, several of them will often converge upon a single country. Thus, several reasons can be given for the American child's studying England much more thoroughly than any other foreign country in the world.

Perhaps the remark is too obvious to be made, that this scheme

looks to the average pupil and not to special cases ; geography-teaching in common schools must be general. What is taught will not answer the purpose of an active-minded man through life. Much that he learns in school the pupil will forget ; geography changes (thus the political maps of Germany and Italy have been largely made over within twenty years); while special lines of reading or study create new demands. The Amazon Valley, for example, is an interesting subject of study in many ways ; but the grammar school teacher should aim at nothing more than creating in the mind of the pupil an outline containing the most striking points in the vast picture. She need not teach, and should not teach, the thirteen towns on the Tocantins river, that one of the text-books calls for, or even one of them. Later in life, if business, or a projected journey, or special studies draw the pupil's attention to the Amazon, he can read encyclopedia and magazine articles and special treatises to his heart's content. It would indeed be well if he could have a taste of this reading along with his school study, but this the teacher cannot insist upon. The classical scholar devotes years to the geography of Italy or Greece, or even to the geography of Rome or Athens ; but a small number of facts well chosen and well blended must answer the common-school scholar in both cases.

The above remarks about perspective will aid in determining the time to be devoted to the various subjects, as well as the order in which they are studied. About two-thirds of all the time given to geography, on the advance, should be given to our own country. Naturally the British possessions and Mexico will follow. Europe should have fully as much time as South America, Asia, Africa, and Australia put together. In handling the last four continents the teacher should constantly guard against excessive detail. What earthly use can there be in burying the pupil under the innumerable mountain peaks of Asia or of drowning him among the " multitudinous seas " of the Malay Archipelego ? The stuffing process is sometimes so thoroughly carried out in these continents and seas that the Sahara, where there are only a few facts to teach, becomes interesting and fruitful in comparison.

There are larger and smaller wholes. Moreover, what is at one time a part is at another time a whole. Maine is a part of New England, and Pennsylvania is one of the Middle States. Many facts need not be learned of parts if they are first learned of the wholes that they help to make up. Here I cannot do better than to quote from Mr. Tarbell again :

" The several parts of the work in geography might be made to

aid each other more than they usually do by omitting needless repetitions, by the discovery and utilization of resemblances and connections, which the child rarely sees, but in which he can be brought to find both help and pleasure. The dependence of political upon physical geography should be carefully shown. Develop in the pupil the power of inference. Let the inference be made and tested by the facts. If a boy has an idea of the cotton-growing belt of the United States, he need not be told that Alabama grows cotton, that cotton is raised in Mississippi, that in Louisiana great quantities of cotton are raised, that Texas produces great quantities of cotton, etc. The great agricultural products—cotton, sugar, rice, corn, wheat—are not bounded in their growth by State lines, and should not be so studied."

Many other illustrations will at once occur to the mind of the thinking teacher. The agricultural products of New England are similar throughout; these States are all extensively engaged in manufacturing, and all but one in ocean commerce. Industries depend upon soil, climate, and surface; minerals and mountains are commonly associated; lakes are most numerous in upland or mountainous regions; deep bays set into low coasts. Mrs. Partington's association of cities and rivers is trite but important. Lake Superior ore and Ohio coal are quickly and cheaply brought together at Cleveland; the result is, extensive iron manufacturing. Again, lumbering and mining are commonly found in sparse populations; manufacturing and commerce go with dense populations and abundance of capital.

Superintendent Tarbell speaks of discovering resemblances and connections, of disciplining the power of inference, and of developing the imagination. It is worth pointing out that no one of these most important things can be done when the fact-by-fact method of teaching is closely followed. Nor is it too much to say that the more thoroughly this method is applied the more completely are the best results of rational geographical study lost: the power of observing likeness and unlikeness, of generalizing facts, and of creating vivid mental pictures.

Something should be said of grouping facts and presenting them to the eye. I will not say that all facts can be grouped; but ten times as much of this work should be done in schools as is actually done. The teacher can hardly use too much chalk. Now, she will throw this group upon the blackboard:

"Rivers of the Atlantic Slope, $\left\{ \begin{array}{l} 1, \\ 2, \\ \&c. \end{array} \right.$ "

And then this one :

“States of the Cotton Belt, $\left\{ \begin{array}{l} 1, \\ 2, \\ \&c. \end{array} \right.$ ”

Moreover, if the teacher will teach her pupils how *to group* facts in preparing lessons, she will have rendered them more than a special service; she will have given them an excellent lesson in methods of study.

One of the most difficult subjects to manage is the statistics—areas, populations, distances, elevations and the like. These hints will outline a method that will not overwork the memory, and that will lead to the acquisition of much useful information.

The areas and populations of the continent should be memorized by the pupil; the first to the nearest 100,000 square miles, the second to the nearest multiple of 10,000,000 human beings. Much the same may be said for the United States and Ohio. These approximate figures will answer all purposes: Area of the United States, 3,200,000; of Ohio, 41,000. Population of the United States, 50,500,000; of Ohio, 3,200,000 (both in 1880). The approximate widths of the Atlantic and Pacific oceans should also be memorized; also the approximate lengths of the Ohio and Mississippi rivers. In some educational quarters there is now an undue prejudice against what is called “mere memorizing;” however, statistical tables cannot be taught in schools. For accurate figures even well-trained statisticians must go to books. Some of the figures given above, as the areas and populations of Ohio and the United States, can be used, and should be used, as standards of measurement. While statements as exact as those given are sometimes called for, approximate and relative results must suffice in most cases. In teaching maps, particularly, pupils should be taught to study the comparative sizes of units of the same kind, as States, or groups of States. Care must be taken, however, to confine such comparisons to the same map, or maps, that are constructed on the same scale. The foregoing points are deemed sufficient; the teacher can work out the method more fully, always taking pains in applying it not to expect too much detail, and to be content with comparative ideas.—*Cleveland School Bulletin*.

Requirements of the Model School-Room.

(1) **Shape.** It should be oblong, the width being to the length about as three to four, with the teacher's platform at one end.

(2) **Size.** For primary or grammar school, with register of 54 pupils and attendance of about 50, the room should be about 33 feet long, 25 wide, and 13 high, which gives practically upwards of 200 cubic feet and $16\frac{1}{2}$ square feet of floor space to each pupil.

(3) **Lighting.** Four windows on the left of the pupils as they sit, the tops being square and not more than six inches from the ceiling, the bottoms being at least three and a half feet from the floor, equally spaced, not grouped, with transom sashes hung at the base, above the sliding sashes. A window or two in addition at the back is admissible. The size of the windows on the side taken collectively should equal at least one-sixth of the floor space. The highest authorities in school hygiene require 300 or 350 square inches of glass for each pupil.

(4) On the side opposite the windows, two doors, with transom windows above, hung at the base, and between these transom windows and on the same line two more windows of the same kind and hung in the same manner.

(5) The wall should be slightly tinted, but not the ceiling.

(6) A blackboard may be between the doors, but a sliding blackboard, back of the teacher's platform, or a portable one on the platform, in accordance with the German idea, would perhaps be better than the profusion of wall blackboard now in vogue among us.

(7) **Location of seats.** The main rule to be observed in the placing of the seats is to carry them as far as possible towards the window side of the room and as far as possible from the opposite side; the aim being to make the arrangement such that the distance of the outer row of desks from the windows shall not exceed once and a half the height of the top window from the floor.

(8) **Clothes rooms.** There are three kinds of depositories for the pupils' clothes, all of which are more or less in vogue, namely: (1) one room for the whole school or several classes; (2) a room attached to each school-room; (3) arrangements within each school-room, either wardrobes or racks or pegs on the wall. The second kind is most prevalent and is thought by some to be indispensable; it has important advantages, but its use by both sexes is objectionable; it is difficult for the teacher to maintain supervision over it. It is an

important item in the cost of building, and proper provision for it is a difficult obstacle to overcome in planning large buildings: hence in some cases, as in that of the London school, the large common room is preferable; and provision within the room, as above mentioned, is perhaps to be preferred to the small clothes-room, where the number of scholars accommodated in a room is not large. In the Boston school, above described, the third kind is provided, as is the case in the Vienna and other first-class European schools.—*City School Systems in the United States.*

Keep Analysis and Operation Separate.

By T. B. PRAY.

In the "Manual on the Course of Study," among other exceedingly valuable suggestions on the teaching of arithmetic, is found the following: "All the operations required in the solution of a problem should be indicated before any of them are performed. The whole attention should be centered first on the reasoning necessary for the solution; and, second, on the operations. Cancellation should be used when it will shorten the work." The good sense of the above direction seems so self-evident as to need no argument or explanation, and hardly to need statement; but a reading of examination papers, or careful scrutiny of mathematical work in our institutes, will not tend to confirm one in that opinion. It may be well, therefore, to note some of the advantages of such a method. First should be placed the cultivation of the ability to analyze. It is a necessary step in acquiring a mastery of the science of numbers, to learn to think of an unknown quantity as ascertainable and definite, and to be able to use it, while yet unknown, as the basis of further analysis. Set any child to ascertain the cost of 35 acres of land, when 42 acres sell for \$780, and he will begin, of course, by dividing 780 by 42. Now it is the sure mark of a tyro, of an unexpert dabbler in arithmetic, if he *stops his analysis* at this point to ascertain how much one acre costs. That cost of one acre is ascertainable, definite, though unknown, but is not called for by the question, and is of use only to be multiplied by 35. If all the operations are indicated, we have, $\frac{780}{42} \times 35$, whence by cancellation the result is obtained by no more mental work with numbers than can be performed by a child who has mastered short division, and beside the

original numbers and the answer, only five figures are needed. To ascertain the cost of one acre, and then multiply by 35, by the ordinary method, requires some 37 auxiliary figures (seven times as many as before), and besides involves the pupil in long division and reduction and multiplication of fractions. Because of the failure to insist "that all operations shall be indicated before any of the work is done," the pupil does not see that this is a case to which "cancellation" is applicable; and his notions of the relations of the numbers are more or less confused with his notions of the numbers themselves.

We may learn to analyze through operating. We analyze mainly for the sake of the operation, but the analysis is in no way dependent on the operation, while it does control the operation in every particular. It would seem, therefore, the part of wisdom to pay more attention to developing the power of discovering the relations of numbers, and less to mere operations, which often prove so vexatious and wasteful of time for the student, and so tedious for the teacher to look over and correct. It has proved, in some instances, a profitable exercise to allow the class in recitation to perform none of the operations, but to give the steps in the analysis, while the teacher or one of the pupils writes the indicated operations on the blackboard. The merits of different analyses of the same problem are thus made sufficiently obvious to the class, and their mastery of the principles involved thoroughly tested, while the best method of doing absolutely necessary work may be clearly seen. It will probably be found by some who may try this experiment, that some pupils who may have acquired considerable knowledge of arithmetic are balked and quite unable to complete an analysis until allowed to perform part of the work, and express in figures some definite, but as yet unknown, auxiliary quantity. Whatever may be true of the scholar, for the teacher, at least, the only refuge from intolerable drudgery is the ability to think clearly from the first step to the last of a solution, so as to determine whether an error lies in method or in operation. The example above seems one of the simplest involving analysis and cancellation, yet the failure to utilize such simple examples in the beginning of a course of training in "analyzing and indicating before solving," is one of the chief obstacles to the use of this method later on—when the problems are more complex and the operations correspondingly longer and more tedious, and the results more liable to be rendered useless through inaccuracies in the computation.

Other reasons for urging the more frequent use of this method are the saving of time and labor, and the greater accuracy arising from less computing. The following is a case in point. During the institute season, once upon a time, a Chicago daily paper mentioned the sale of a city lot 35 feet front by 165 feet deep, for \$35,000. The members of the institute were asked to find the cost per acre. The almost uniform method of solution is here given :

$$\begin{array}{r}
 165 \quad 5775)35000(6.06+ = \text{price per foot.} \\
 \underline{35} \quad \quad 34650 \\
 825 \quad \quad 35000 \\
 \underline{495} \quad \quad 34650 \\
 5775 = \text{no. of sq. ft.} \quad 350
 \end{array}
 \qquad
 \begin{array}{r}
 160 \\
 30\frac{1}{4} \\
 \hline
 4840 \\
 9 \\
 \hline
 43560 = \text{no. sq. ft. in acre.} \\
 6.06 \\
 \hline
 261360 \\
 261360 \\
 \hline
 \$263973.60 = \text{cost per acre.}
 \end{array}$$

Had precisely the *same analysis* been followed, indicating the work only, the pupil would have had this statement :

$\frac{165}{35} \times 160 \times \frac{1}{4} \times 9 = \text{cost per acre.}$ By cancellation this becomes $1000 \times 8 \times 33 = \$264000.$

The second method enables any pupil to solve the example with not more than 14 auxiliary figures ; the first and common method uses 67, and if *no mistakes* are made in the computation, the answer will not be correct, unless the decimal quotient is carried out beyond *tenths of a mill.*

Similar instances must be brought almost daily to the notice of every teacher of this subject. Cancellation is frequently treated as a "section of the book," to be worked through, of course, in going through the book, but afterward to be used only when specially prescribed. When a student is mildly remonstrated with for such reckless waste of time and brain-tissue, the most common reply is, "I could have used cancellation, but didn't know you wanted it," and the reflection that this attitude toward the subject, on the part of the pupil, is due to the practice and teaching of members of our own profession, compels us to silence. Fraternal courtesy forbids harsh criticism.

If the suggestion of the Manual could be utilized only by a

mathematical genius, or by those who had given years to learning long tables or acquiring tricks with numbers, there would be some excuse for the neglect of short methods of solution. On the contrary, everything that is here asked for in the way of computation is within the reach of a child who has mastered short division.—*Wisconsin Journal of Education*.

Educational Principles Gleaned from Comenius.

The following principles, gleaned from the works of Comenius, will exhibit his greatness as an educational reformer, and also the extent to which the improved education of the present is indebted to him :

1. Education is a development of the whole man.
2. Educational methods should follow the order of nature.
3. Both sexes should receive equal instruction, since the end of education is individual development.
4. Learning should be made agreeable. Teachers should always have something interesting and profitable to communicate to their classes. School houses should be made comfortable and attractive.
5. If the superstructure is not to totter, the foundation must be laid well.
6. Many studies are to be avoided as dissipating the mental strength.
7. There should be an easy gradation in studies, the one leading naturally to the other.
8. Things naturally connected in themselves should be joined together in teaching.
9. Nothing should be taught that is not of solid utility.
10. Studies should be adapted to the capacity of the pupil.
11. Nothing is to be learned by heart that is not first thoroughly understood.
12. Let nothing that admits of sensible or rational demonstration be taught by authority.
13. Let no task be assigned until the method of doing it has been explained.
14. In the sciences, the student should have the objects studied before him.
15. In languages, the mother tongue is to come first ; next, the languages of neighboring nations ; then Latin, as the language of

the learned world. Theologians and physicians should study Greek.

16. Languages are to be learned by practice rather than by rule. Rules should follow and confirm practice.

17. Words should be learned in connection with things. The object first, then the expression.

18. The concrete should precede the abstract; the simple, the complex; the nearer, the more remote.

19. Things to be done should be learned by doing them. "Mechanics," Comenius says, "understand this well; they do not give the apprentice a lecture upon their trade, but they let him see how they, as masters, do; then they place the tool in his hands, teach him to use it and imitate them. Doing can be learned only by doing, writing by writing, painting by painting, and so on."

20. Religion is of supreme importance; and in addition to religious instruction the young should be accustomed to the exercise of Christian virtues such as temperance, justice, compassion, patience, and so on.

21. Discipline should aim at improving the character.

22. The teacher should be an example, in person and conduct, of what he requires of his pupils.—*Address of Prof. F. V. N. Painter before the Third Annual Conference of City and County Superintendents.*

Two Typical Superintendents.

I conclude my observations on this topic by a brief reference to some of the characteristics of the policy of two classes of superintendents, the one standing at the top of the roll of honor and the other at the bottom.

The typical superintendent of one of these classes is the true reformer. He regards nothing as done while anything remains to be done; but he never goes to extremes. He believes that wisdom consists largely in moderation, and so his model school is that in which nothing is pushed to excess and nothing is neglected; that in which nothing is overdone and nothing is underdone. He is fruitful in expedients, but not in experiments. He is never content with things as they are, if he can discover a chance for improvement. He has the capacity to profit by the experience of others, and so spares no pains in making himself acquainted with the best things that have been thought and done touching the business in hand. He has

the courage of his convictions and holds firmly to what he believes to be good. His aim is to produce better results with each passing day. But while doing his best to administer the system in the most effective and judicious manner, he is simultaneously carrying on another work; I mean the development and perfecting of the system itself. With this end in view, he always has some project in hand: the establishment of a training school for teachers, an evening school, or an industrial school; the adoption of a better method of examining and certificating teachers; a plan for aiding and encouraging teachers in self-improvement; provision for instruction in sewing; an improvement in the plan of constructing school-houses; the devising of a more rational programme and a more rational system of school examinations. In this line of effort he is creating new instrumentalities, each of which, when once put in operation, goes on indefinitely, contributing its addition to the good results of the system as a whole. In this sphere of his labor he incurs risks, for it brings him more or less in conflict with the views of members of his board; but this risk he accepts, trusting to time for his justification.

The typical superintendent of the other class is of a different character. He is considerably in earnest and displays no little activity and industry in supervising and directing the minor details of the business. His supreme ambition is to carry on the routine operations of the system with as little friction as possible, and with this end in view he virtually says to his board: "I am here to obey your instructions. Tell me what to do and I will do it with alacrity and delight." He means well, is fairly intelligent, and has a sincere desire to make himself useful; but he does not possess the qualities of a chief, of a leader, of an organizer. His forte lies in obeying rather than in directing. He performs a good deal of useful drudgery under the direction of the committee. His reports are meagre in valuable information, either statistical or of any other description, about the schools. In place of pertinent facts and suggestions, he substitutes rather commonplace generalities, the correctness of which no one would think of calling in question, winding up with the assurance that, thanks to the wisdom of the board and the faithfulness and ability of the teachers, the schools have made commendable progress and are in better condition than ever before. All are highly gratified to be thus assured and are highly content with their amiable and industrious superintendent.—*City School Systems in the United States.*

Should Teachers be Re-Examined.

[By request we copy from the *National Educator*, Allentown, Pa., the following article on the re-examination of teachers.—ED.]

Our old friend, Prof. H. W. Fisher, for many years County Superintendent of Bedford county, Pa., a native of Bucks county, who is now at Pittsburg, has written the following sensible article, which appeared in the Pittsburg papers a few days ago. He expresses our view and that of many educators so well that we cheerfully give his article entire. He says:

“ While attending the teachers’ examinations held in this city and Alleghany, it occurred to the writer that the teachers of Pennsylvania are overmuch examined, simply to gratify the notion of some people that they ought to be examined. Two hundred and sixty-nine applicants were working away at a set of technical questions, and of this number one hundred and twenty-two were not candidates on their first examination, but actual teachers, among whom were not a few who have passed this annual ordeal for seven, eight and nine years. Were it true that ability to answer questions in technical grammar and arithmetic is a measure of fitness to teach, there would be some excuse for these examinations.

But not one of the teachers on examination will enter her school-room on Monday better prepared for her work ; indeed, these examinations have little to do with making teachers.

When in 1854 the act creating the office of County Superintendent was passed, the law contemplated but one grade of certificate, and no re-examination, except the holder was called to teach branches other than those enumerated in this act. When, however, the first examinations were held, the superintendents found it necessary, owing to the illiteracy of many candidates, to issue a low grade of certificate which took the name of provisional. This departure, it was thought, would be temporary, but from that date to 1867 these certificates became so numerous throughout the State that the Legislature legalized them, named the branches in which applicants must be examined, and authorized the issuing of professional and permanent certificates. At the same time the law provided that provisional certificates should be good for one year only, and that they could not be renewed without an examination. Hence, where superintendents obey the letter of the law we have these annual re-examinations. There is, however, no uniformity of practice on this subject.

Some superintendents endorse the certificates of worthy holders ; others endorse none ; some endorse those issued by themselves only ; others endorse regardless. Thus, for thirty-one years have these provisional certificates been on the market with a value as uncertain as the whim of many who grant them, and what was originally believed to be a temporary expedient has grown to be a part of our educational system. It is an open question whether these re-examinations are of any practical benefit to our schools. They do not test ability to teach, nor are they an exhaustive test of scholarship. Many a worthy teacher who has studied the educational wants of children and the means for meeting said wants goes down before the inexperienced novice if both are placed on a regulation set of examination papers. Success in the school room measures one's ability to teach, and readiness to answer examination questions forms but a small factor in this ability. All superintendents should have the legal power to renew provisional certificates from year to year on the basis of merit and success in teaching, dropping those who do not succeed. At the next meeting of the State Teachers' Association, at Harrisburg, this subject will doubtless form one of the leading topics for discussion.

The Pathway to Success.

A young man in the city of New York had been several years attempting to build up a law practice ; he had a slight acquaintance in the city, he was not naturally of a very social nature, and he had very little faculty of bringing himself to the notice of influential men. The work that had come to him had been done faithfully, but the stream was a shallow one, and seemed as likely to dry up as to deepen. The young lawyer became discouraged, and began to question whether he had not made a mistake in choosing a profession, and even to fear that his life would be a failure. Just at this time a friend, also a lawyer, who was going into the country for the summer, invited him to occupy the house which his family were about to leave. Glad to have more commodious quarters at a reduced expense, he accepted the invitation, and found among his friend's possessions a large and valuable law library. It so happened that he had in his hands at this time a case on appeal to one of the higher courts ; he had nothing else to do and the library was close at hand, and he spent the summer in a study of the case so thorough

and painstaking that he mastered the whole history of jurisprudence bearing upon it. He expected very little profit from it, but he had the satisfaction of doing a piece of work artistically and ideally well.

Autumn came in due time, and with it the argument of the case in question. It is a common saying among lawyers that cases are oftener won in the office than in the court-room. The young lawyer showed himself a thorough master of his case, and presented it with such clearness, simplicity, and vigor that he held the attention of the judges to the very close. One of these judges had already decided to leave the bench and return to general practice; the argument of the young man arrested his attention, and resulted in a letter suggesting an interview. That summer's work bore fruit in a partnership in a leading law firm and in a practice which is to-day among the most lucrative and influential in the city.

This bit of history from actual life is repeated here as an illustration of a fact, which men are apt to forget in their moments of discouragement, that every life has its opportunity. At some time along the road, very likely at its hardest and dreariest point, success stands with outstretched hand. She is rarely discerned at the moment, but the man who uses every opportunity as if it were the great opportunity of his life is sure not to miss the crown when it is offered because its jewels are covered. Life is full of vicissitudes, changes, and discouragements; it is also full of rewards, prizes, and opportunities. These come often at the end of a long course of discipline and patience, but to every true worker in one form or another they do come at last. It is a battle in which there is no final defeat to those who strive lawfully; a race in which no wreaths are lost to those who run faithfully.

If you are at the point of discouragement, and are beginning to lose heart, think of the host of men who have plucked success out of the jaws of failure. Your hour of triumph will come in due time; work and wait.—*Christian Union*.

"Perfecting the Machine."

It has been charged that the supervision of the present day is too much occupied with the "perfecting of the machine;" that it magnifies the importance of the mechanical and routine operations of the school; that it mistakes the means for the ends; that it is too busy about the non-essentials; that it insists too rigidly upon uni-

formity in methods and results; that it treats pupils *en masse* and ignores individuality; that its preposterous programs and perpetual examinations are only contrivances for facilitating and enforcing cram, instead of means for promoting profitable culture; and so on to the end of the chapter. That there is a tendency to such faults is, perhaps, true. Some of them may even be quite prominent in certain localities, and others in certain other localities; but sweeping assertions as to the general existence of this array of faults in the supervision, at least to any marked extent, seem to me unjustifiable, and when made they seem to be due either to ignorance or ill intent. But whatever may be the actual defects in our supervision the remedy is not to be sought by reckless and indiscriminate criticism but by the gradual process of training and bringing into the service the most capable and thoroughly equipped superintendents.

I have here a remark to make about the "machinery" of our systems which of late has been a favorite subject of criticism especially among amateur educational reformers. They complain that too much attention is paid to the perfecting of what they call the "machine;" that the "machine" is already too perfect; and, in fact, that the perfection of the machinery is its peculiar demerit and that this excess of perfection is one of the chief evils to be reformed. They tell us, further, that the present and past generations of superintendents, who have worked up this machinery to such a state of perfection have been for the most part but "hewers of wood and drawers of water;" that the men of the future must ignore this mechanical business and give their attention to what is more intellectual and spiritual. I have no objection to make to the demand that supervision should largely occupy itself with what is intellectual and spiritual. But what I have to say is this: The application of the terms *machine* and *machinery* to a school system has no meaning whatever unless these terms are intended to mean what we commonly designate as organization; and organization is nothing more than a system of arrangements whereby means are adapted to ends for the production of the desired results. This is too plain to be disputed. This being the case, it is obviously quite impossible to make the so called machine or organization too perfect; for it is certainly impossible to adapt means to ends too well. The plain fact is that the great and undisputed success of our city systems is the result of their good organization. The imperfections in the results (and they are not denied) are due not to the excessive perfection of the organizations, the adaptation of means to ends, but to precisely the opposite cause,

namely, the need of still further improvement in these organizations. It is true that organizations can do nothing without the agency of living actors, but in the ultimate analysis there must be organization as a means of securing these agents; and the more perfect the organization the more success in securing agents of the right stamp. — *City School Systems in the United States.*

Suggestions to Teachers.

1. *Get the sympathy of your class.* If your pupils are interested in you, they can be more easily interested by you in their lessons. The love of approbation is a strong motive, if the teacher is liked by the pupils. The desire to please a kind teacher will lead to great efforts to concentrate the attention on the subject he teaches. Teachers should strive to be cheerful, kind, courteous, polite, and discriminating in all their intercourse with their pupils in and out of school. "Good mornings" are easily given, but not easily forgotten.

2. *Get the confidence of your class.* Let them see not merely that you regard the subjects you teach as of great importance, but also that you arouse no inquiring interest whose questions you cannot answer. Be prepared with your work. Acknowledge frankly your lack of information in regard to any question which comes up unexpectedly and which you have not before considered. If you do so your pupils will have implicit faith in you when you assume to speak definitely.

3. *Be magnetic.* It is not enough to merely attract a pupil's attention, it must be *held*. The teacher's manner has a good deal to do with holding the attention of his class. He should for the time make the pupils forget their individual personality and become one in aim and purpose with himself. How can this be done?

(1.) The teacher must understand his subject and have his lesson arranged so that he is not conscious of mental strain in teaching it.

(2.) He must believe his lesson to be important.

(3.) He must be earnest and enthusiastic, in order to stir up a corresponding zeal on the part of his pupils.

(4.) He must not be listless, cold, formal, or mechanical in his teaching.

4. *Appeal to the natural instincts of a child.* The following should be used as incentives to attention :

(1.) Curiosity. The desire to know, the inquisitive faculty that

worries busy mothers, and, in too many homes and schools, dies from a lack of exercise and nourishment.

(2.) Love of activity. Mental activity gives quite as much delight to a healthy child as physical exercise. Neither affords pleasure if it degenerates into drudgery. There are few boys who appreciate very highly the privilege of digging ditches day after day. Mental ditching is no more attractive to them.

(3.) Sympathy. This leads to unity of purpose and coöperation between teacher and pupils. They should get out of their own channels of thought and into his, for the time being. It is clear that the broader and deeper his channel is, the more easily his pupils may get into it, and the more rapid will be their progress in it.

(4.) Love of praise. If the pupil has the proper amount of respect for his teacher he will be very desirous of earning his approbation. Teachers should not be too sparing in their commendation of earnest efforts. Praise for honest work.

(5.) Fear of offending. The pupil who loves his teacher will endeavor to avoid causing him annoyance, and will be glad to learn his lessons or give attention, if he can save his teacher pain by doing so.

(6.) Emulation. While too great a rivalry is likely to produce evil results that may outweigh the good done, it is well to use, as a motive power, as much of the spirit of emulation as will awaken increased interest and arouse to energetic work.

(7.) Appreciation of resulting benefits. As pupils grow older they should be led to take an interest in study for its ultimate aims, developing character and fitting for usefulness in the various walks of life.

5. *Think out each lesson for yourself.* Do not merely memorize lessons, or depend upon those prepared by others, however good they may be. Let the lesson become your own by a careful process of thought, let this process be repeated until it has become fixed, and your personal, magnetic power will be increased very largely. There is as much difference in the personal influence of a teacher whose lesson has been thought, and that of one whose lesson has been learned by rote, as there is between the attractiveness of an orator who speaks without notes and the man who reads his sermons or speeches.

The one teacher can give his attention to his class, and the other must attend to his lesson, lest he may forget it.

The difference in the effect produced by the two ways of teaching is much greater with children than with adults.

6. *Use the pupil's eyes.* If the interest is beginning to flag, show the pupils something. Illustrate the work in some way, even if you have to change the designed order of your lesson to make the illustration appropriate. The teacher who only *talks* to his class uses only half of his teaching power, and employs less than half of the receptive power of his pupils. It is often a good way to begin with an illustration, so as to concentrate the attention at once upon the subject in hand and drive out the thoughts which have been occupying the minds of the scholars.

7. *Give occasional rests.* Giving fixed and intense attention is an exhaustive effort. Rest does not necessarily mean cessation from effort. Relief may be given to one faculty by the exercise of another. Variety is in many cases equivalent to rest.

8. *Do not distract attention.* It is wrong to stop the work of a whole class to scold one pupil for inattention, or even to notice his listlessness in such a way as to disconcert others. A question will be sufficient to arrest and reprove him. "Teachers themselves often distract the attention of children by the injudicious way in which they handle a subject; by importing into their lesson irrelevant matter; by mixing up information that ought to be kept distinct; by a see-saw mode of procedure; by exhibiting pictures, specimens, etc., before they are required, and by leaving them before the class after they have served their purpose."

9. *Do not be discouraged if children at first have difficulty in giving fixed attention.* It is hard work to give continued attention. The teacher should develop the power gradually at first. Currie expresses this idea well. He says: "The power of attention is the result of habit. Time must, therefore, be allowed for its growth. The first efforts exacted from the child should be gentle; one point should be presented at a time, that he may not be bewildered by multiplicity; the strain on his attention should not be long-continued; he should be relieved before he is compelled to desist from fatigue; one success will make a subsequent one easier of attainment; failure will make the next attempt more arduous."

10. *Use judgment in questioning.* The following rules concerning questioning have special reference to securing attention:

(1.) Do not ask questions in *rotation*.

(2.) Do not *point* to the pupil whom you wish to answer while asking the question.

(3.) Do not even *look* fixedly at the pupil whom you wish to answer while giving the question.

(4.) State questions to the class as a *whole*; ask one member for the answer.

(5.) Do not wait an instant for the answer when *reviewing* most subjects.

(6.) Do not look steadily at the pupil who is answering.

(7.) Do not *repeat* a question to oblige those who were inattentive.

(8.) Be sure to ask questions to those who are in the *slightest degree inattentive*.—*School Bulletin*.

How to Teach "Language" to Young Pupils.

ROBERT C. METCALF, SUPERVISOR OF SCHOOLS, BOSTON, MASS.

The teacher should remember that by "language teaching" we mean that training which shall result in a ready and correct use of language. She must remember that language is used in two ways only: orally and in writing. Remembering also that children learn to talk by talking and to write by writing, she is prepared to take the first step in language teaching intelligently.

1st. Give the pupils something to talk about. Tell them a good story and let them, in turn, tell it to the class. One pupil can tell a little of it, and another may then take it up and carry it on until a third is ready to assist. In this way half a dozen, and even more, pupils may take part in telling the same story.

Other stories can be added from day to day until a sufficient stock has been accumulated for ordinary use. A list of these stories should be written upon the blackboard.

Daily, or whenever the pupils are weary of any class exercise, let the teacher say, "Now, children, let us tell stories. Who will tell the story about the monkey?" Ned, and Annie, and George tell this story in their own simple language. "Now, who will tell the story about our dog, Carlo?" Three or four other children take part in this story. And so the story-telling goes on until it is time to resume the usual class exercises. The children should be encouraged to tell these stories in their own words. Few if any corrections should be made until the story has been fully told. Then the teacher asks if any one has noticed a mistake. Such mistakes as have been noticed will be commented upon by the teacher, but in such a way that the pupils will feel perfectly free to "take a hand" in the story-telling whenever they have a chance. The teacher should

remember that most of the mistakes will disappear as the pupils become accustomed to talking.

These stories should be *told* and not *read* to the pupils, in the first place by the teacher. Young children are very likely to catch the words of the book, and whenever they do so the story telling, as a language lesson, is of little value.

When the children are old enough to write, these stories can be written upon the slates. Thus they may be trained in the use of *written* language. They should be encouraged to express themselves in writing just as they have expressed themselves when telling the story orally. Moreover, the teacher should neither talk herself nor allow any one else to talk while this writing is going on. She may walk quietly among the scholars as they write and may take note of such errors as she would like to comment upon before the whole class, but the pupils should have at least ten minutes of uninterrupted time for writing.

The work thus briefly outlined should be carried on for four or five years, the stories being adapted to the ages or capacities of the pupils. If it be true that children learn to talk by talking and to write by writing, surely we have a right to expect that at the end of five years of such training they will express themselves both readily and correctly in good language.—*Practical Teacher.*

The Exploration of Hudson Bay.

In the month of February last a report was laid before the Parliament of Canada detailing the results of an expedition dispatched by the Government of that country particularly for the purpose of inquiring into the navigability of Hudson Strait and Bay, and, at the same time, of gathering information concerning the resources of that region and its availability as a field for settled habitation. This report represents the first properly organized attempt that has ever been made to pierce the secrets of Hudson Bay for the public benefit.

It is at first blush not easy to understand why this mighty expanse of water, occupying the peculiarly important position that it does, should remain for so many generations comparatively unexplored and wholly unutilized, except as a hunting-ground for a few New Bedford whalers, or a medium of easy communication between some half-dozen scattered factories of the Hudson Bay Company. Although called a bay, it is really an inland sea, 1,000 miles in length

by 600 in width, having thus an area of about 500,000 square miles, or quite half that of the Mediterranean. It drains an expanse of country spreading out more than 2,000 miles from east to west and 1,500 miles from north to south, or an area of 3,000,000 square miles. Into its majestic waters pour feeders which take their rise in the Rocky Mountains on the west and in Labrador on the east, while southward it stretches out its river-roots away below the 49th parallel until they tap the same lake-source which sends a stream into the Gulf of Mexico. Despite its distance northward, its blue waves are never bound by icy fetters, and its broad gateway to the Atlantic is certainly navigable four months out of the year, and possibly all the year round to properly equipped steamships. Its depths abound in finny wealth, from the mammoth whale to the tiny caplin. Its shores are serrated by numerous streams, some navigable for long distances inland, and all stocked with the finest of fresh-water fish, and clothed as to their banks with valuable timber ready for the lumberman's axe. Its islands are rich in mineral ore of many kinds. The country whose margin its tides lave is well adapted for tillage and pasturage, while all around the region swarms with animals and birds whose flesh or fur renders their chase a highly lucrative employment.—*From "The Mediterranean of Canada," by J. Macdonald Oxley, in Popular Science Monthly for June.*

National Educational Association.

The next meeting of the National Educational Association takes place at Saratoga, New York, July 14th-18th. To one engaged in educational work it is hardly necessary to present the advantages such meetings afford for improvement. The programme, published in the last number of the JOURNAL, gives a good idea of the papers and discussions that may be expected. To these are added an opportunity for personal contact with co-workers in the same field, and a delightful trip to one of the most famous watering places in the United States at a comparatively small cost. It is very desirable that Virginia shall have a good representation in this body of prominent and progressive educators. I shall be glad to aid in any way I can either individuals or parties in making arrangements for the trip. Hotel rates were given last month; below are the rates of transportation that have been obtained.

We give the following letters from gentlemen well fitted to give advice on this subject:

THE SARATOGA CONVENTION.—The National Convention of Teachers at Saratoga, which meets on the week July 12th-19th, will be the great attraction of the season to large numbers of the educational people from every portion of the country. A special advantage of this place of meeting will be the superior opportunity for easy social

intercourse between the people in attendance. The great hotels of Saratoga are not excelled in their arrangements for the pleasant commingling of their guests. There are no outside distractions, not even the delightful embarrassment of the overpowering hospitality of an enthusiastic young city eager to entertain and furnish amusement for its guests. Between the ample public assembly-rooms, broad piazzas, ample parlors, and shaded parks of this most home-like of summer resorts, the jaded teacher will be able to mingle rest, instruction, and the pleasures of friendly communion with old and new acquaintances as nowhere else. The programme of public exercises will not be inferior to any former year.

Let everybody who cares for education and the great, good cause of the children begin to concentrate good resolutions for attendance on the teachers' anniversary at Saratoga.

A. D. MAYO.

THE NATIONAL EDUCATIONAL ASSOCIATION.—I have regarded the meetings of the National Educational Association as precious opportunities for meeting prominent persons engaged in the work of education. Interesting questions have been discussed at every session, but I have never thought that the specially professional papers and discussions, though most numerous, were most profitable. Papers stimulating to broader views, or deeper culture, or greater enthusiasm, have seemed to be of greater service. To me the sight of large numbers of representative teachers and superintendents has proven the attractive feature of the annual meeting—I should say, the sight and the friendly greeting, the opportunity for comparison of views on matters of practical and speculative interest. Saratoga is, of all places in the country, the best equipped for personal accommodation of conventions of any sort; it is, moreover, accessible from all parts of the country by the directest lines of railway. From it as a centre one may visit the famous places of summer resort or the oldest cities of the land by making six-hour trips to the east or the south. It is hoped that these considerations will move teachers in all parts of the country to attend this coming meeting.

WM. T. HARRIS.

TRANSPORTATION RATES.

For Members of the National Educational Association. Membership fee, \$2.00.

TICKETS GOOD FOR GOING TILL JULY 18TH; GOOD FOR RETURNING TILL AUGUST 31ST.

RETURN TICKETS MUST BE STAMPED AT SARATOGA.

BY THE OLD DOMINION STEAMSHIP CO.'S SHIPS AND CONNECTING LINES NORTH OF NEW YORK.—*The Old Dominion Steamship Company* will sell round trip tickets to New York as follows: Richmond to New York and return, \$14.00; Petersburg to New York and return, \$14.00; Norfolk to New York and return, \$12.00.

These rates include meals and state-room, and are good for return until September 1st.

The Chesapeake and Ohio Railroad will sell round trip tickets to New York via the Old Dominion Steamship Company's Line, from the places named below, to persons going to Saratoga to attend meetings of the National Educational Association: Lexington, Ky., \$35.40; Mt. Sterling, Ky., \$34; Ashland, Ky., \$30.40; Hunting-ton, W. Va., \$29.75; Charleston, W. Va., \$27.75; Clifton Forge, Va., \$20.70; Staun-

ton, Va., \$18.45; Charlottesville, Va., \$16.90; Gordonsville, Va., \$16.05; Richmond, Va., \$13.

The New York Central and Hudson River Railroad will sell round trip tickets over its road at *one cent per mile* if the present rates continue. If the old rates—(two cents per mile)—are restored before July 8th, round trip tickets will be sold at *one and one-fourth* regular fare.

The New York, West Shore and Buffalo Railroad will sell round trip tickets to Saratoga at the same rates as the New York Central and Hudson River Railroad.

The Delaware and Hudson Canal Company's Railroad will issue *return tickets* to any point on their line to members who paid full fare in going to Saratoga—upon the presentation of a proper certificate, to be obtained at the meeting of the National Educational Association, at Saratoga—at *one-quarter* fare.

The distance from New York to Saratoga is about 180 miles, so that the fare will probably not exceed \$4.50. (*The fare by rail from New York to Saratoga and return has been fixed at \$4.60.*) Or if tickets are taken by some one of the Hudson River boats the fare will be still less.

BY RAILROAD LINES:

These are the regular Summer Excursion rates to Saratoga and return, and the tickets are good till October 31st. It is not necessary to have them stamped at Saratoga:

Richmond, Va.—All rail.....	\$26.50
Railroad and Hudson River Day Line steamers.....	24.40
Railroad and Citizens' Line steamers (night line).....	23.50

Parties going by railroad from Petersburg will buy the regular round trip tickets to Richmond, \$1.60, and buy an excursion ticket from Richmond.

Danville, Va.—All rail.....	\$31.00
Railroad and Hudson River Day Line steamers.....	28.90
Railroad and Citizens' Line steamers (night line).....	28.00

Lynchburg, Va.—All rail.....	\$28.05
Railroad and Hudson River Day Line steamers.....	25.95
Railroad and Citizens' Line steamers (night line).....	25.05

Charlottesville, Va.—All rail.....	\$25.35
Railroad and Hudson River Day Line steamers.....	23.25
Railroad and Citizens' Line steamers (night line).....	22.35

Staunton, Va., (via Charlottesville, Va.)—All rail.....	\$28.25
Railroad and Hudson River Day Line steamers.....	26.15
Railroad and Citizens' Line steamers (night line).....	25.25

EXCURSIONS.

Excursions will be arranged to Lake George, Lake Champlain, Ausable Chasm, The Adirondacks, White Mountains, Montreal, Quebec, Niagara Falls, Howe's Cave,

Sharon Springs, Cooperstown, Richfield Springs, the Marble Quarries of Rutland, and to all prominent points of interest, at low rates.

The State Manager will be pleased to furnish upon application any information he may be able to parties who purpose to go to the Association.

WM. F. FOX, *State Manager*,
Box 139, Richmond, Va.

EDITORIAL PARAGRAPHS.

—THE PUBLIC SCHOOLS of this city closed on the 15th of June. The work of the session has been well and faithfully done and teachers and pupils will enjoy their needed rest. The closing exercises of the district schools took place at the several buildings in the morning. The Eleventh Annual Commencement of the High School was held at the Richmond Theatre in the presence of an immense audience. Essays were read by two of the graduates, Misses Fannie D. Tignor and Birdie Lee Hill. Mr. H. M. Smith, Jr., followed with a carefully prepared and well delivered address on "Abraham Lincoln." Rev. W. W. Landrum, D. D., in an address luminous with scintillations of wit, yet full of valuable counsel, delivered the Peabody medals. Hon. J. Taylor Ellyson, Chairman of the School Board, in a few happily chosen words delivered the diplomas to the graduates. The class consisted of thirty-three members—thirteen having graduated in February, and twenty in June.

The closing exercises of the colored normal school were held at Ebenezer Church on the evening of Friday, June 12th. The church was crowded and the exercises were very good. With the close of the session Mr. R. M. Manly retired from the Principalship of the school. Under his direction the school house was built soon after the close of the war by some Northern society. He has labored earnestly for the advancement of the colored people in this city and has done them substantial service. After the school passed into the hands of the city school authorities Mr. Manly remained Principal for two years and then gave up his position to accept office in the Internal Revenue Department. Two years ago he was re-elected Principal of the Normal School and held that position till the close of the session just ended. He and his wife have accepted positions in Wellesley College, Mass. He carries with him the respect and good wishes of many friends in this community.

During the session the total enrolment in all the schools amounted to 8,285 pupils. These were taught by 162 teachers and made 96.3 per cent. of attendance for the session.

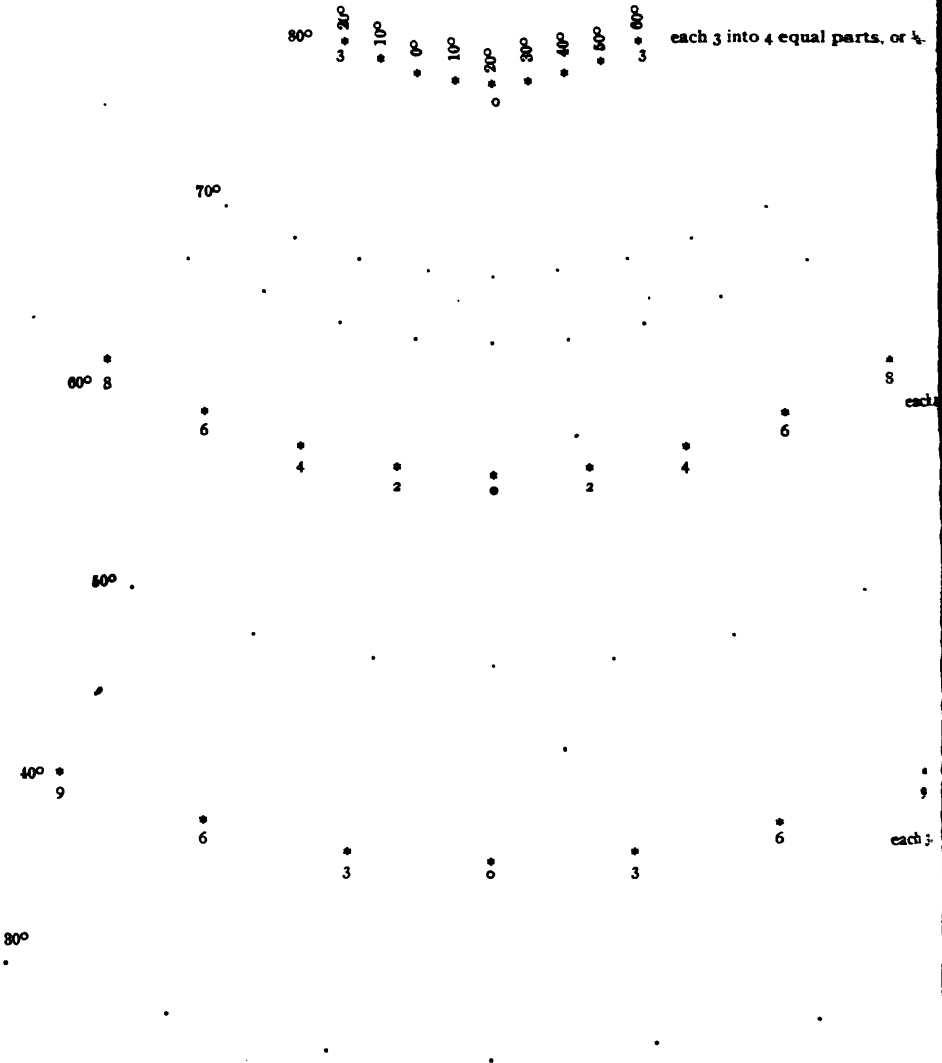
—THE C. & O. R. R.—We desire to call the attention of our readers to the rates offered by the Chesapeake and Ohio R. R. to persons going to the National Educational Association, at Saratoga. These rates are to New York, *via* the Old Dominion line of Steamships. By this route persons going from any of the points named to Saratoga will secure a first class round trip ticket to New York at the rates named—good from July 1st to Aug. 31st. The fare by rail from New York to Saratoga and return is \$4.60.

Centre.

MAP DRAWING. by S. T. Pendleton, Richmond, Va. (Copyright, 1885)

V. PARALLELS AND MERIDIANS FOR EUROPE.

The east and west circular rows of stars *or* dots represent the parallels, the stars showing the points measured.
The north and south rows of stars *and* dots represent the meridians.



Directions.

are drawn by the author's map drawing pamphlet, published heretofore.

Measurements used.—These are made of paper so that everything necessary is a unit and sheet of paper. A. The *paper measure* to measure and also to describe circular parallels. Take a half sheet of foolscap paper with 43 blue lines (each $\frac{1}{4}$ inch apart), fold $\frac{1}{2}$ inch off the left side, crease, fold again, crease off at the second crease, mark each blue line at edge of first crease and crease as printed. We could mark off the $\frac{1}{4}$ inch units with a foot ruler. For the *flexible paper curve*. Take $\frac{1}{4}$ sheet of paper lengthwise, double and crimp it three times so as to get eight thicknesses, and crimp it so as to get the outside a smooth curve, by holding it between the thumb and forefingers of each hand and elbows horizontal and then close to the body repeated all along.

To describe the circular parallels. Double the rest of the half-sheet lengthwise, get the centre meridian (20°) at the middle crease. Put the point of a pencil in the hole, "C," of the measure; hold it stationary as a centre on the centre meridian near the top, with the hand resting on the paper, and with the point of a pencil passed through each of the other holes in succession describe circles for parallels, and mark the top parallel 80° , and the others below 70° , 60° , 50° , 40° .

To point off for the meridians. Apply the measure above and along the 80° parallel with its middle o point exactly where the parallel crosses the centre meridian. Mark stars on the parallel exactly opposite the "3" point of the measure on each side of the centre meridian, and by the eye make a star halfway between o and 3, then stars halfway between this last star and o and 3 stars. This divides o to 3 into equal parts and gets the stars $\frac{1}{4}$ unit apart. Apply the measure in the same way along the 60° parallel, but mark the stars exactly opposite o, 2, 4, 6, 8, (each 2) of the measure. Apply the measure in the same way along the 40° parallel, but mark stars exactly opposite o, 3, 6, 9, (each 3) of the measure.

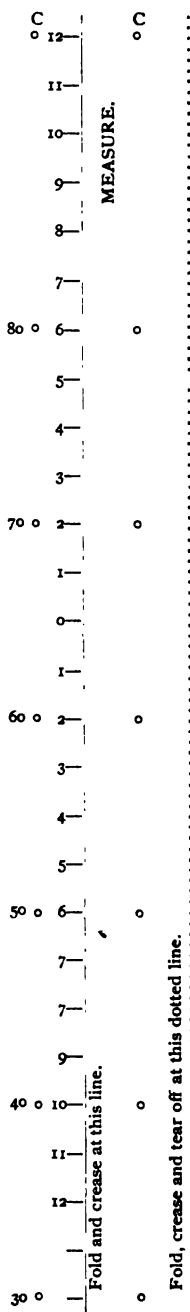
To draw the meridians. Apply the flexible paper curve so that its outer edge passes through three stars (one on 80° , one on 60° , one on 40° parallel), in each row and south row of stars, and draw the meridians from the top to the bottom of the parallel.

A degree of latitude is, in round numbers, always 70 miles. A degree of longitude at 0° or equator is also 70 miles; at 20° parallel is 65 miles; at 30° is 60 miles; at 40° is 53 miles; at 50° is 44 miles; at 60° is 34 miles; at 80° is 12 miles. If we divide these numbers by $17\frac{1}{2}$ we will get the proportional numbers 4 units between the parallels always, and at 40° parallel 3 between the meridians; at 60° parallel, 2, and at 80° , $\frac{3}{4}$. The distance between St. Petersburg, 30° N. long., and Bergen, 5° W. long., is $25^\circ = 25 \times 34 = 850$ miles, because 1° long. on 60° parallel is equal to 34 miles.

To draw the map. Notice the points on the map at the centre of the figure marked by 2 parallels and 2 meridians, and also at the corner, and also half way between 2 parallels or 2 meridians, third way, fourth way, &c., and make dots on parallels and meridians at the same positions, and connect the points where necessary, as in the case of a river, boundary, mountain, &c. Europe has many points at the South and elsewhere.

On a slate or blackboard we draw a vertical line for a center meridian. On blackboard and for large maps we use a bow and arrow instead of the paper curve, also a wooden measure $\frac{3}{4}$ inch wide and $\frac{1}{4}$ inch thick, and a string and chalk to describe circles.

ANY OTHER SCALES only make the measure with its unit or distance from 0 to 1, 1 to 2, &c., of the unit, instead of $\frac{1}{4}$ inch equal to $\frac{3}{4}$ inch, or 1 blue line space, or any width. For scale of the map take a strip of paper as long as the distance between the parallels and double it twice to get $\frac{1}{4}$ the distance as the unit.



Publishers' Notes.

Messrs. Ginn & Co. (successors to Ginn, Heath & Co.), of Boston, announce for early publication, *Andreas: A Legend of St. Andrew*; edited by Prof. W. M. Bakerville, of Vanderbilt Univ. *Questions on Cæsar and Xenophon*, by E. C. Fergusson, Ph. D., Prof. Latin and Greek, Chaddock College, Quincy, Ill. *Allen and Greenough's New Cæsar*, (illustrated). *A New High School Music Reader*, by Julius Eichberg. *School Hygiene*; six lectures delivered under the auspices of the Mass. Emergency and Hygienic Association. *First Steps in Latin*, by R. F. Leighton, Ph. D.; and *Language Lessons in Arithmetic*, by Miss Ellen L. Barton, Principal School for the Deaf, Portland, Me.

Lippincott's Magazine, for June, filled with timely and interesting matter has been received.

Our Little Ones and The Nursery, for June, fully up to the usual high standard.

Books Received.

NAME.	AUTHOR.	PUBLISHER.	PRICE.
Lectures on the Sciences and Art of Education	Joseph Payne.....	C. W. Bardeen.....	\$1.00
Harper's New Graded Copy-Books—Primary Course, 7 Nos.; Grammar Course, 8 Nos.....	H. W. Shaylor.....	Harper & Bros.....	
Memoir of Rt. Rev. Wm. Meade, D. D. (For sale by J. W. Randolph & English).....	Philip Slaughter, D. D. J. Wilson & Son.		.50
Under the Old Elm, and other poems (For sale by West, Johnston & Co.)	Jas. Russell Lowell.....	Houghton, Mifflin & Co.	.15
Snob Papers.....	Adair Welker.....	T. B. Peterson & Bros.....	1.25
Without a Home.....	E. P. Roe.....	Dodd, Mead & Co.....	.25
Grammar of Old English.....	Edward Sievers, Ph. D.	Ginn & Co.....	1.25
Tales of a Grandfather—Vol. I.....	Sir Walter Scott.....	"	.50
Three Months' Preparation for Reading Xenophon.....	J. M. & M. B. Whiton.	D. Appleton & Co.....	
Descriptive Botany.....	Eliza A. Youmans.....	"	
The Sentence and Word Book.....	James Johonnot.....	"	
A Grammar of the English Grammar Lessons in Hygiene. (For sale by West, Johnston & Co.).....	Wm. Cobbett.....	A. S. Barnes & Co.....	.75
Sadler's Hand-Book of Arithmetic..	J. C. Cutter, B. S., M. D. J. B. Lippincott & Co....		.50
	Will.....	W. H. Sadler.....	1.00
The Education of Man.....	Friedrich Froebel.....	A. Lovell & Co.....	1.50
Practical Work in the School-room. Part I, Object Lessons on the Human Body.....	Given in Prim. Dept. Gram. Sch. No. 49, N. Y.	"	.75
Selected Words for Spelling, Dictation, and Language Lessons.....	C. Meleney and Wm. M. Griffin.....	"	
Graded Reviews	W. M. Griffin and D. Maclure.....	"	.60
First Lessons in Physiology and Hygiene (Revised Edition).....	Ch. K. Mills, A. M., M. D.....	Eldredge & Bro.....	.50
The New Arithmetic.....	Seymour Eaton.....	Eaton, Gibson & Co.....	1.00

The Magazines.

POPULAR SCIENCE MONTHLY.—Contents for June: Are we to Become Africanized? by Henry Gannett; The Nervous System and Consciousness, II, by W. R. Benedict; The State versus the Man, a Criticism of Herbert Spencer, by Emile de Laveleye; A Rejoinder to M. de Laveleye, by Herbert Spencer; Whales, Past and Present (Illustrated); The Fuel of the Future; Use of Sulphurous Disinfectants (Illustrated); The Mediterranean of Canada; The Ways of Monkeys; Moths and Moth-Catchers, I; Concerning Kerosene; The Chemistry of Cookery, by W. Matthew Williams; Sketch of Dr. Alfred E. Brehm, (With Portrait); Editor's Table: Liberty in education—De Laveleye on Socialism; Literary Notices; Popular Miscellany; Notes.

ST. NICHOLAS for June.—Contents: Frontispiece: "Old Pipes and the Dryad;" Old Pipes and the Dryad, Frank R. Stockton, illustrated by the Frontispiece; A Summer Night, verses; Driven back to Eden, Chapter V, E. P. Roe, two illustrations; An Unresponsive Playmate, picture; Grandpa's Old Slipper and Baby's New Shoe, verse, illustrated; Sheep or Silver? Chaps. I, II, two illustrations; From Bach to Wagner, III, Haydn; The Truant Keys, verses, three illustrations; An Anxious Moment, picture; The Busy World; From Zurich Town, poem, Celia Thaxter; The Æthetes, verses, two illustrations; His One Fault, Chaps. XIX, XX, XXI, J. T. Trowbridge, two illustrations; "Pincoons Papillones;" The Butterflies, verses; The Royal Game of Tennis, six illustrations and diagram; Fun with a Roller Skate, picture; "Summer's Coming," picture; A Ferry and Fish Story; Cased in Armor; Five Little White Heads, verses; Helen's Prize Dinner—A Story for Girls written by a Girl; Among the Law-Makers, continued, four illustrations; A Terrible Gymnaast, initial and illustration; Hurry and Worry, verse; The Children of the Cold, IV, six illustrations; For Very Little Folk, Mother Duck, full-page illustration.

THE ATLANTIC MONTHLY for June.—Contents: The New Portfolio, IX, X, Oliver Wendell Holmes; Mrs. Oliphant, Harriet W. Preston; The Prophet of the Great Smoky Mountains, XI, XII, Charles Egbert Craddock; Within and Without, Celia Thaxter; Dime Museums, from a Naturalist's Point of View, J. G. Wood; Modern Vandalism, Elizabeth E. Fennell; A Marsh Island XIX-XXIII, Sarah Orne Jewett; Dawn and Dusk, Frank D. Sherman; Six Months at Astrakhan, Edmund Noble; A Country Gentleman, XVII-XX, W. O. W. Oliphant; Contrast, E. K. Munkittrick; The Quoddy Hermit, Kate Gannett Wells; Our Political Delusion, J. L. Laughlin; The Forests and Census, Francis Parkman; The Ring, John B. Tabb; The Religious Aspect of Philosophy; The Huguenot Emigration to America; Four Novels; The Contributors' Club; Books of the Month.

THE JUNE CENTURY.—In pictorial and literary features the June CENTURY is not behind recent issues in timeliness and general interest. The paper on "Orchids," by Mrs. Sophie Bledsoe Herrick, is profusely illustrated by the author of the paper, who conveys in a popular way much interesting information regarding this remarkable plant. Bishop Dudley, of Kentucky, contributes his answer to the question, "How Shall we Help the Negro?" and John E. P. Daingerfield describes his experience in the engine-house when he was held as a hostage by "John Brown at Harper's Ferry." Mr. Howell's "Rise of Silas Lapham" grows absorbingly interesting as a crisis arises at the same time in the love affairs of the daughters and in the prosperity of Lapham, who tries speculation, with the usual result.

In the May CENTURY McClellan's Peninsula Campaign was treated broadly by the commanders on both sides. In the June number special events like the disaster to the Confederates at Beaver Dam Creek and the terrible battle the next day at Gaines's Mill are particularly described by General D. H. Hill and by General Fitz John Porter. The maps in these papers are probably the most complete and satisfactory battle-maps ever published in this country, and striking pictures and portraits accompany in profusion. General Imboden contributes a striking anecdotal paper on "Stonewall Jackson in the Shenandoah," describing the famous Valley campaign, which had an important bearing on the withdrawal of McClellan to the James river.

EDUCATION: A BI-MONTHLY INTERNATIONAL MAGAZINE.—Contents: Frontispiece; General U. S. Grant; Educational Needs of Urban Civilization, Wm. T. Harris, LL.D.; The Philosophy of Education, Edward Brooks, Ph.D.; The Order and Method of Scientific Study in the High School, Lillian J. Martin; General Outline of Education in Japan, S. Tegima; Occupations and Professions for College-Bred Women, Jane M. Bancroft, Ph.D.; A Criticism of the Classical Controversy, Prof. James King; Unity in Studies, E. T. Dutton; Mary Lyon, E. P. Gould; Relation of the University to the Common School, Col. Wm. Preston Johnston; A Treatise on Psychology, L. P. Hopkins; Lake Misaelin, F. H. Biguel; Ex-President Grant on Popular Education, Prof. L. F. Parker; Report of International Conference on Education, London, England, 1884.

THE NORTH AMERICAN REVIEW for June.—Contents: Shall Silver be Demonetized? Prof. W. G. Sumner, President F. A. Walker, Prof. J. L. Laughlin; The Tardiness of Justice, Judge W. L. Learned; Prohibition in Politics, Gail Hamilton; What is the Catholic School Policy? M. C. O'Ryane, Bishop J. J. Keane; The Swearing Habit, E. P. Whipple; French Spoilation Claims, Edward Everett; How Shall Women Dress? E. M. King and others; Comments.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

OFFICE OF SUPT. OF PUBLIC INSTRUCTION.

RICHMOND, June 26th, 1885.

To County and City Superintendents:

In the last JOURNAL I stated that district clerks would not be allowed a *per capita* for listing children under five years of age, but as there seemed some doubt about my authority to require the listing of children under said age, I referred both questions to the Attorney General for his construction and the following is my letter and his reply.

Superintendents and school officers will be governed by this opinion and it will not be published as a circular.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

DEPARTMENT OF PUBLIC INSTRUCTION,

RICHMOND, VA., June 12th, 1885.

Hon. F. S. BLAIR, *Attorney General,*

DEAR SIR—Section 75 of School Law provides that the clerks of the district boards shall take the census of children between five and twenty-one years of age and “gather statistics relating to the interests of education in the district according to forms furnished from the office of the Superintendent of Public Instruction. For this service the clerk shall receive out of the district school fund a compensation therefor at the rate of three dollars per hundred for the children listed by him.”

The forms furnished from this office require the clerk to list *all* children under twenty-one years of age. Under the section of the law quoted have I a right to require clerks to list children under five years of age and can the clerk be paid the three dollars per hundred for listing such children.

As the clerks throughout the State are now engaged in taking the census and this inquiry is being daily made to this office an early response is respectfully solicited.

Very respectfully yours,

R. R. FARR,
Superintendent of Public Instruction.

CONFERENCE ROOM, SUPREME COURT OF APPEALS,
WYTHEVILLE, VA., June 13, 1885.

Hon. R. R. FARR,
Superintendent of Public Instruction, Richmond, Va.:

SIR:—I am in receipt of your favor asking me if the clerks of the boards are entitled to three dollars per hundred for taking the census of children under five years of age. I think clearly they are so entitled. The Superintendent of Public Instruction has the perfect right not only to require a census of children from five to twenty-one years of age, but also to require other statistics to the interest of education, in the district, and for *this* service, *i. e.*, the census and statistics, either or both, the clerks shall receive three dollars per hundred. I repeat, the clerks are entitled to the three dollars on all ages required by your forms to be listed.

Yours truly,

F. S. BLAIR, *Attorney General.*

Our Institutes—What shall they be?

The importance of this inquiry is brought to our attention by a clause in a letter lately received from Hon. J. L. M. Curry, the agent of the Peabody Education Fund, to whom we are indebted for the means to conduct the institutes and under whose *general* supervision they are *held*. He says: "I am sure I shall have your most cheerful co-operation in making the summer institutes *useful to public school teachers*. Some institutes have *hobbies, theories, learned lectures* and other exercises for which I do not care to pay Peabody money." This clause speaks volumes and shows that the great friend of Vir-

ginia teachers has no intention that the means he appropriates to their mental growth and improvement shall be frittered away in vain pomp and mere show; he wants substantial work and *paying results*, and so do we. Time is too precious to be wasted on what is of no profit and we expect the conductors of our institutes to give them honest hearty work, and we know that our teachers will respond with alacrity to any call they make on them. We must insist that the *institutes* shall be conducted on *business principles*, and that the time appropriated for the work of the institute proper shall not be encroached upon by anything else, however pleasant or agreeable. Then, if it is determined that the regular session shall open at 8½ and close at 2, or any other hour that may be selected, let the time be devoted *absolutely* to the work of the various classes or *divisions* and let nothing interfere with it. Arrange so that all lectures either to the institute or the public by scientific people shall be given in the evening or at night. We want all their help, but can't afford to let it interfere with the work in *hand*. Remember that much is accomplished by the teachers interchanging views. Then arrange so that the *reading* associations and other meetings of teachers shall be held in the evenings and at night. Make available anything that will tend to add interest to the institute or to *make* its work more efficient, but not to the hindrance of the regular work.

Examination for Teachers' License.

We are anxious to save those teachers who attend the institutes all the trouble and expense we can, so will arrange to have an examination of all who *desire it*, which will obviate the necessity of their going before the superintendent of the city or county in which they may desire to teach. It will be arranged and conducted as follows: the superintendent in charge of the respective institutes will associate with him such other superintendent as may be present as a committee, and they shall prepare a fair set of examination questions on the branches required to be taught in our public free schools, and at such time and places as they may determine, shall proceed to examine those teachers, who desire to enter said examination, upon their qualification and fitness to *teach*. The committee shall first require each applicant to fill up properly, blank form 440, and shall file all of the answers made by said teachers to the various questions in said form, and at the close of the institute forward said papers, with any com-

ments they may think proper to make, to such superintendent as the teacher shall have directed upon the back of said form. Immediately upon the receipt of such paper, by any county or city superintendent, it shall be his duty to carefully examine the same, and if he find that the teacher is competent to teach the branches required and is morally qualified, he shall issue a certificate of such grade as the papers submitted may warrant, and forward the same to the address of the teacher given in the form. But, if the papers submitted are so inferior as not to entitle the teacher to a certificate, he shall immediately notify the teacher of that fact, and this shall not prevent said teacher from applying to him or any other superintendent for further examination.

Calendar.

PEABODY INSTITUTES—SUMMER, 1885.

STAUNTON.—Commences Tuesday morning, July 14th, and closes Friday, August 7th.

Faculty: Prof. Charles H. Winston, of Richmond College, Va.; Prof. W. F. Fox, Principal Richmond High School; Prof. F. V. N. Painter, of Roanoke College, Va.

FREDERICKSBURG.—Commences Thursday morning, July 16th, and closes Saturday, August the 8th.

Faculty: Prof. T. J. Mitchell, Superintendent Schools, Charlotte, N. C.; Prof. J. G. Swartz, of Lexington, Va.

MARION.—Commences Tuesday, July 21st, and closes Friday, August 14th.

Faculty: Prof. Geo. A. Walton, Massachusetts; Mrs. Geo. A. Walton, of Massachusetts.

FOR COLORED TEACHERS.

DANVILLE.—Commences Tuesday, July 7th, and closes Thursday, July 30th.

Faculty: Prof. H. P. Montgomery, Superintendent of colored Public Schools, Washington, D. C., assisted by a full corps of skilled teachers.

Virginia Normal and Collegiate Institute at Petersburg.

The summer session of this Institution for the improvement of colored teachers, and those who expect to teach, differs in some respects from the Peabody Institutes. It is a part of the regular work of the college, and is mainly supported by the State. The instruction of the summer session will be conducted by the regular faculty of the Institution as follows: Prof. James Storum, Prof. I. I. Carter and Mrs. J. R. Haines who will constitute the first division and conduct the first of the session—Prof. W. H. Smith, Prof. J. M. Colson and Miss S. P. Gregory who will constitute the second division and have charge of the last of the session.

The session will begin Thursday, July 9th, and, as required by law, will close Thursday, the 3d day of September, 1885.

Reduced Fare.

For transportation cards and other information, teachers will apply to their superintendents either by letter or in person.

Summer Institutes.

So much has already been said about our Peabody Institutes, which are to be held this summer, that it seems unnecessary to add more; but the great advantages of these meetings are our excuse for again urging upon teachers the importance, yea, the necessity of attending them. The grade of qualification in our teachers is to be *raised* and we don't want any of those, who have labored so well in the past, *dropped*, because they can't stand the examinations. Teaching means progress, and unless those who engage in it are ready and willing to keep abreast of the work, they cannot hope to be retained and must give place to those who are willing to improve. The argument that the pay is insufficient is a poor one. You enter the work *voluntarily* and can, and do, quit whenever it suits your convenience, and the State has a right to expect efficient work at your hands just as long as you choose to remain in her employment. The teachers all know that we are their friend, and that if it was in our power, they would all receive good wages and *prompt pay*; but

teachers, as the rest of mankind, are compelled to take things just as they find them.

We appreciate fully the sacrifices of pleasure teachers make in attending summer institutes, but the work is so arranged that it combines *pleasure* with the more profitable exercises, and we are confident that all who attend the institutes will be gratified and improved. We have aimed to locate the institutes so as to bring them within easy reach of all the teachers of the State, and thus lessen the expenses and bring them within the means of all. The arrangements with the railroad and other transportation lines are liberal, and no one has a right to complain of the board charges at the several points.

We have arranged to accommodate three thousand teachers, and we see no reason why that number should not attend, as that is less than fifty per cent. of those employed in the State. We earnestly appeal to all teachers to make an effort to attend one or another of these institutes.

To the superintendents, we say, work, as we hold *you* responsible for the presence of your *teachers*, and hope to see many of you at the institutes.

Certificates of Attendance.

All teachers who attend either of the institutes, for its entire session, will receive a certificate of attendance.

History of County and City Schools.

We urged the superintendents to prepare histories of their respective counties and cities for our last Conference, but only 30 out of 110 reported. This is the *worst* response ever made by the superintendents to any order issued by this department, and we know that all the superintendents who are in default, are anxious to redeem their reputations, and that just as soon as they are given a chance, will go right to *work*. The histories received have been published, as promised, with the report of our Conference, and constitute an interesting and valuable part of that report. We want to perfect the record so as to make it a part of our next annual report. As will be seen from the Conference report, the following superintendents furnished histories of the schools in their respective counties and cities :

J. C. Weaver, Accomac county;	James H. Graham, Lee county;
A. B. Grunwell, Alexandria county;	E. C. Gias (acting), Lynchburg city;
James T. Taylor, Bland county;	Judge Geo. S. Stevens, Nelson county;
W. F. Jones, Brunswick county;	F. L. Marshall, Orange county;
R. A. Hamlet, Campbell county;	Major J. A. Taylor, Patrick county;
B. B. Wright, Caroline county;	Major E. B. Branch, Petersburg city;
Dr. J. C. Paris, Charlotte county;	G. F. Edwards, Portsmouth city;
P. O. Reynolds, Craig county;	Dr. W. H. Hening, Powhatan county;
J. W. Colvin, Culpeper county;	H. C. Britton, Prince George county;
C. A. Holman, Cumberland county;	Sam'l Martyne, Prince William county;
R. H. Franklin, Gloucester county;	M. J. Alexander, Pulaski county;
Thomas E. Barksdale, Halifax county;	Major A. G. Pendleton, Smyth county;
C. W. Taylor, James City county;	John T. Gilman, Warren county;
W. McDaniel, King George county;	Col. R. P. Carson, Washington county;
Col. J. C. Johnson, King William county;	Rev. H. H. Fones, Westmoreland county.

The following are the superintendents who *did not* furnish the required *histories*. We give their names in order that each one may know that we mean *him* :

Albemarle, L. A. Michie; Alexandria city, W. F. Carne; Alleghany, A. A. McDonald; Amelia, H. T. Tucker; Amherst, O. G. Bailey; Appomattox, Rev. J. B. Bristow; Augusta, H. S. Roller; Bath, Rev. S. S. Ryder; Bedford, Capt. James G. Board; Botetourt, M. D. Obenshain; Buchanan, Thomas W. Ratliff; Buckingham, A. J. Eppes; Carroll, Thomas J. Jennings; Charles City county, J. P. Staggs; Chesterfield, E. S. Robinson; Clarke, L. N. Hoge; Danville city, H. C. Slaughter; Dickenson, J. M. Thornbury; Dinwiddie, Charles M. Harris; Elizabeth City county, I. L. Jones; Essex, B. G. Rennolds; Fairfax, E. F. Crocker; Fauquier, W. H. Strother; Floyd, Dr. John W. Simmons; Fluvanna, John R. Haden; Franklin, Dr. Bruce A. James; Frederick, Geo. W. Ward; Fredericksburg, General Daniel Ruggles; Giles, G. T. Porterfield; Goochland, E. S. Reeve; Grayson, Wm. S. Hale; Greene, J. N. McMullen; Greensville, John S. Spencer; Hanover, J. L. Valentine; Henrico, Daniel E. Gardner; Henry, Dr. J. M. Smith; Highland, O. P. Chew; Isle of Wight, W. S. Holland; King and Queen, J. G. Cannon; Lancaster, Samuel P. Gresham; Loudoun, Col. W. Giddings; Louisa, W. J. Walton; Lunenburg, O. L. Hardy; Madison, H. N. Fry; Manchester city, E. B. Howle; Mathews, Rev. R. B. Collier; Mecklenburg, H. E. Coleman; Middlesex, R. T. Bland; Montgomery, W. A. Havener; Nansemond, V. S. Kilby; New Kent, Dr. J. D. Turner; Norfolk county, Jesse E. Baker; Norfolk city, Major R. G. Banks; Northampton, James B. Dalby; Northumberland, William Broun; Nottoway, J. E. Perkinson; Page, E. T. Broyles; Pittsylvania, Dr. J. W. Wilson; Prince Edward, T. W. Crawley; Princess Anne, O. B. Mears; Rappahannock, A. H. Buckner; Richmond county, Rev. Geo. H. Northam; Richmond city, E. M. Garnett; Roanoke, Marshall Frantz; Rockbridge, J. L. Hamilton; Rockingham, Rev. A. P. Funkhouser; Russell, Capt. E. D. Miller; Scott, Dr. J. B. Wolfe; Shenandoah, W. W. Logan; Southampton, J. J. Deyer; Spotsylvania, J. M. Holladay; Stafford, Strother Harding; Staunton city, W. A. Bowles; Surry, Wm. Dillard; Sussex, W. N. Blow; Tazewell, James

H. Gillespie; Warwick, C. F. Groome; Wise, M. M. Wells; Wythe, Maj. Wm. G. Repass; York, L. U. Evans.

These superintendents are requested at their earliest convenience, to furnish comprehensive histories of the school work of their respective counties and cities from their *settlement* up to the present period, not later than the first day of October, and we advise all not to put it off but to go right at it. We want these histories and intend to have them. You can exercise your own judgment and make them just as long or as short as you please. Write plainly on one side of the sheet so that they can be printed without being copied. They will be included in the annual report for the year ending July 31st, 1885, and it is important that we should have them as early as possible. Read the histories published. You have a great advantage over those who have already written, and can determine for yourselves what will best serve to give an intelligent view of school work in your respective jurisdictions. Traditions, reminiscences and short sketches of old time schoolmasters and events add greatly to the value of the histories. Don't begin the work mad, but with a determination to do the subject and *yourself* justice. These histories constitute a part of the records of our schools, and years hence, when the present actors in, and managers of, our public free school system shall have been forgotten, they will be referred to as the authentic records of our early school work.

Nashville Graduates.

We are very much gratified to learn from Hon. Eben S. Stearns, Chancellor of the University of Nashville State Normal College, that the following Peabody scholars graduated with the degree of "Licentiate of Instruction": Misses Annie C. Thacker and Mary E. Rohleder and Mr. Wm. Luther Andrews. We congratulate these young ladies and this young gentleman upon the very satisfactory termination of their stay at the College and trust that they will prove themselves worthy of the confidence that has been placed in them. The graduates of Nashville College are thoroughly trained teachers and we hope that all of the above class may seek and obtain employment in their own State. School officers who secure their services may consider themselves fortunate.

SCHOOL LAW OF VIRGINIA.

(Continued from page 286.)

UNEXPENDED SCHOOL FUNDS, HOW DISPOSED OF.

153. All sums of money derived from state funds, which are unexpended in any year in any public free school district, shall go into the general school fund of the state for redivision the next year; and all sums derived from county or district funds, unexpended in any year, shall remain a part of the county or district funds respectively, for use the next year. But no sums derived from county or district funds shall be subject to redivision outside of the county or district respectively.

Of sub districts; embrace the area assigned to each school house; may include portions of two districts; how formed; what pupils admitted to school; three school directors to be elected, and mode of their election; provision for expenses of school; census to be taken of any territory added to old district; apportionment of money to conform thereto; school directors to choose the teacher; other duties of directors; these provisions not to interfere with authority and duties of county superintendent; Board of Education to give effect to this law; which shall not apply in counties where disapproved by county school board; act of February 5, 1875, repealed.

154. In due time before the opening of schools in the next school year, it shall be the duty of each district school board to determine by specified boundaries what shall be the area to be attached to each school-house for whites, and to each school-house for blacks. These areas shall be called sub-districts, and their boundaries may be changed, from time to time, at the discretion of the district board. The sub-districts for the whites shall be numbered with cardinal numbers, and the sub-districts for the blacks shall be lettered with capital letters. A full record of the sub-districting shall be made in the record book of the district.

155. Whenever it is found necessary for the convenience of the people, a sub-district may be made to include portions of two or more districts, or portions of two or more counties. Every sub-district thus formed shall be under the school board on whose territory the school-house is situated. When it is desired to form a sub-district from parts of two or more districts in the same county, the matter shall be considered by the district school boards immediately concerned, and on their mutual agreement the boundary lines shall be established. But in case these boards fail to agree, either one of the parties may appeal to the board of reference provided in the act approved February 13th, 1877, and entitled an act to amend and re-enact an act entitled an act to provide for appeals from the action of district school boards in certain cases, approved March 30th, 1875. In like manner, when it is desired to form a sub-district from districts belonging to different counties, the boundary lines may be established by the mutual agreement of the school boards immediately concerned. But in case these boards fail to agree, either party may appeal to a board of reference, to be composed of the two county superintendents, together with the chairman of some district school board not concerned, to be selected by these superintendents, and the decision of this

special board shall be final as to the first establishment of the boundary lines, or as to any subsequent changes therein. Any doubtful question as to the location of the school houses in such sub districts, as are contemplated in this section, shall be decided in the same manner as the question of boundary lines.

156. No children from beyond the limits of a sub-district shall be received into the school therein, except such as are included in some general order of the district board, or such as bring a special written permit issued by order of the district board and signed by one of its officers. The district board may grant such permits not only to children residing in its own district, but to children from other districts, whose tuition is provided for by agreement with the school boards from whose territory they come, and to any children from outside of the sub-district whose tuition is paid for privately to the board: provided, that the privileges of children residing within the sub-district shall in no wise be interfered with injuriously by the admittance of other children.

157. As soon as practicable after the laying off of the sub-districts, and annually thereafter, the district board shall, with due notice, appoint a meeting of all resident tax payers and heads of families at some convenient place in each sub-district for the election of school directors, and for other purposes. Should any district school trustee be present at the meeting, he shall preside; or if more than one be present, the one holding an office, or the higher office in the board shall preside. If no school officer be present, a chairman shall be chosen by a vote of the meeting in the ordinary way. The chairman shall appoint a secretary. It shall be the duty of the clerk of the district school board to furnish the meeting in question with a copy of this act (the same to be furnished to him by the Superintendent of Public Instruction), and such act shall either be read to the meeting, or the substance thereof explained to the same, by any district trustee who may be present. This being done, the secretary shall make a list of all persons present who are entitled to vote. If it be ascertained that less than a majority of the persons entitled to vote are present, the meeting shall adjourn from time to time until at least *one fourth* of the voters are in attendance. When it has been ascertained that the meeting is a lawful one, it shall then proceed to elect three persons residing in the district to serve as school directors, one of whom is to serve one year, one to serve for two years, and one for three years from the date of the meeting at which they are elected: provided, that at subsequent annual meetings, expiring terms shall be renewed by elections for three years. Vacancies occurring between meetings may be filled by the remaining directors, and appointments thus made shall be valid until the next public meeting. It shall be the duty of the secretary of the meeting to make report to the district board of the names and terms of office of persons chosen as school directors, and also such other action as may be taken by the meeting. No compensation shall be allowed to any officer provided for in this act. No one shall be chosen a director who is unable to read and write. Should the people, in any case, fail to appoint directors, the district school board shall make the appointments.

158. At the same meeting, or at an adjourned meeting, provision shall be made by such method as may be agreed upon for the current contingent expenses of the contemplated school, including repairs, fuel, and such like, but not including teacher's salary, furniture and apparatus; but no pupil shall be excluded from attendance upon the school by reason of the failure of his parent or guardian to contribute

to these current expenses : provided, that this section shall not prohibit the district school board from making contributions in whole or part for the supply of these wants, when for good reasons, and especially in cases of general poverty among the people it seems proper to do so. Special meetings of the people may be called at any time by the chairman or secretary on the application of any five citizens residing in the district.

159. In cases where sub-districts have been made to include territory which before belonged to other districts, either in or out of the county, it shall be the duty of the clerk of the board of district school trustees, as soon as may be after the sub-districting shall have been completed, and before any apportionment of school money shall have been made, to take a census, in the usual form, of the school population in any such addition of territory. One copy of such census shall be furnished to the board of trustees of the district to which the territory has been added and another to the board of trustees of the district from which the territory has been taken ; and after the correctness of the census shall have been established, due report thereof shall be made to the county superintendent, or superintendents, concerned, and also to the Superintendent of Public Instruction in cases where the school population of counties is affected ; and thereafter all apportionments of school money shall be made in accordance with the results thus obtained.

160. The teacher for each **school district* shall be chosen by the school directors of that sub-district from among those licensed by the county superintendent, and when chosen, information thereof shall be communicated to the board of district school trustees, which shall in due time enter into contract with this teacher. The compensation of the teacher, so far as drawn from public funds, and also the time of opening and closing the school, shall remain under the control of the board of district school trustees : provided that this board shall, when practicable, adopt the system of opening every alternate school during the first five months, and the remaining schools during the second five months of the school year.

161. the school directors shall collect and apply the contributions provided for in the fifth clause of this section ; shall attend promptly to any repairs needed on or about the school house ; shall make known to the district boards the wants of the school in respect to furniture, apparatus and other appliances, and shall do all in their power to protect and improve the school property and to render it comfortable, decent and attractive. They shall also support and counsel the teacher, and do what they can to secure justice and harmony among all concerned. They shall also do what they can to secure the enrolment and regular attendance of children at school and to promote the appreciation and desire of education among the people.

162. Should any violation of the school laws and regulations come to their knowledge, or any practical difficulties occur which they are unable to control, it shall be the duty of the directors to report the facts promptly to the district board of trustees which board shall continue to have ultimate power and authority in all matters pertaining to the schools. Moreover, if the teacher or any parties residing in the sub-district shall feel aggrieved respecting the acts of the directors, or any one of them, or by reason of the neglect of duty or improper conduct of any director, such teacher or other party concerned, shall be allowed to lodge formal complaint before the dis-

* Evidently this means SUB-DISTRICT.—S. P. I.

trict board against such director or directors, and if the district board shall deem the complaint of sufficient importance, it shall give due notice to both or all parties affected and decide the complaint upon its merits, either by dismissing it or requiring some change of action, or, if it seems proper, by declaring vacant the office of the director or directors complained of: provided that to either party is hereby reserved the right of appeal from the action of the district board to the board of reference referred to in second clause of this section.

163. This act shall not interfere with the duties and authority of the county superintendent in respect to teachers and schools as heretofore provided by law. Nor shall this act be considered as applicable to cities or towns set off as separate school districts, except that such separate town districts are hereby empowered to extend their lines beyond the corporate limits so as to embrace the children in the suburbs, when the school boards of the two districts affected shall agree upon the same, and in case of disagreement the matter shall be determined by appealing as hereinbefore provided; and where new lines have been thus established, the apportionment of school money to the said districts shall be made to conform to such change.

164. It shall be the duty of the Board of Education to make any regulations which may be needed for carrying out the provisions of this act.

165. Except in the counties of Fairfax and Loudoun, this act shall not apply to counties in which the county school board shall, after due consideration, adjudge its provisions to be unsuited to its county, and as calculated to impair the successful working of the public school system therein: provided further, that after trial of one year of the operation of this law in the said counties of Fairfax and Loudoun, the county school board of either county, or any twenty five heads of families whose children have attended the public schools, may, if in their judgment the operations of this law be deemed injurious to the interests of education, apply to the State Board of Education for relief, whereupon it shall be the duty of the State Board of Education to make all needful inquiry as to the facts in the case, and it shall have power, and it shall be its duty, either to confirm the law in its operation, or to suspend its action in those counties, according as the said board may deem best for the interests of the public education therein.

166. The act approved February 5th, 1875, entitled an act authorizing the division of school districts into sub-districts, and to provide for the management of the public schools therein, is hereby repealed.

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Culture by Practice.

[From the Inaugural Address of Prof. George H. White, President of the North-Eastern Ohio Teachers' Association.]

If, then, culture comes through practice, the first law of sound education is repetition. *Repetitio est mater studiorum.* He who fails to realize this may be very learned; but he cannot train the human mind. The feeblest schools are those which attempt everything, dwell upon nothing, and cover the school and college curriculum in half the usual time. A teacher in such a school once said, "One year suffices us for teaching the forms and syntax of Latin; the second year, we teach the literature, and the third year, the philosophy of the language." But at the end of three such years, pupils fail utterly to meet any reasonable test, either in the translation, syntax, literature or philosophy of the Latin language, and are inferior in mental training to those who have studied a single year under wise guidance and the usual plan. No mental habits are formed, and no facts or sound principles can be by such methods instilled. The mind is made an *omnium gatherum* of such facts as chance to find a lodgment in it.

On the other hand, the best schools are those in which repetition is secured; in which a subject is not dismissed as soon as a pupil is able to recite his lesson, though slowly and with difficulty; a week's time obliterates such knowledge; in the best schools, short lessons are given, constant reviews held, and the subject finally dismissed only when the essential parts can be recited with readiness and unconscious ease. To secure this, is to release the pupil from bondage to the studies which have been completed, and to leave his power free to pursue further studies unhampered.

Who thinks that such repetition is deadening to enthusiasm? On the contrary, I affirm that no instruction is so inspiring, so delightful, so liberalizing, as that of the experienced teacher, who, with a firm grasp of central truths, makes them the starting point of all his teach-

ing and emphasizes them by daily and hourly repetition. There is no skill like that required to present, in a new light, a truth half understood by the pupil. The talent which can hold the scholar's attention only by filling the hour with new and marvelous things, is of quite an inferior order. Who is the grandest preacher of righteousness? Certainly not he who skips about from subject to subject, with fantastic, original views; but he who can present the elementary Gospel, Sabbath after Sabbath, with such vividness of conception and freshness of illustration, that it sinks more deeply into the hearer's soul. So in teaching. If any teacher so squeeze the juice from the half-mastered truths of the advance lesson, that the class return to it only with disgust, either he has mistaken his calling or the subject is not worth a place in the course. Where, then, shall originality find a place in reviews? Evidently, in illustration and application of truth already learned. The pupil has not begun to imagine the wide sweep of the principles acquired. They are to be held before him till they have impressed themselves indelibly. And it is the supreme test of wisdom to know when the boiling point is reached.

But, who shall fitly set forth the skill required to accomplish this repetition without stultifying the pupil? It is said that Agassiz gave to each pupil who sought his instructions, a fish, with the simple direction: "Study it and report to me." At the end of a day, the pupil returns with a few unimportant facts. "Study it another day." After another day of languid study he comes again, with nothing valuable. "Study it another day." At the end of a week of fruitless study, the pupil begins to apply himself with the energy of desperation, and soon finds that in that fish are hidden treasures of wisdom and knowledge. This is a modern scientific method. But more attractive means must be devised for the young pupil. To-day, the review is recited orally; to-morrow, it is written upon the board; again, at the opening of the hour, a topic is assigned to each pupil, and, after a little reflection, all recite in turn; now, the pupils question each other, or the teacher, upon the review; again, the class is divided into two parties, which contend with each other by question and answer; still again, the teacher presents the review from a new standpoint; occasionally, each pupil is required to state and illustrate the truth which he regards as the most important he has learned during the preceding week; and so in varied forms, all that has been learned is kept constantly passing before the mind. That which is of little worth gradually drops out of sight, and that which is found to have wide application expands to occupy its proper space in the mind's sphere.

Thus, and only thus, the instructor reaches a definite impression, and is remembered in after years by his graduates, as one who taught something so well that they have never been able to escape from its influence, nor ever have desired to do so.

To illustrate, let us suppose that it is the teacher's duty to teach the elements of Greek syntax ; the syntax of the much-abused Greek. It is possible to overwhelm the class with a multitude of details ; and this is generally done by the young teacher. But, how many principles of Greek syntax are of prime consequence ? Perhaps forty ; and these should be stated in the recitation-room a dozen times each, every day in the week, till they are engrained into the mind. At first the pupil sees them but dimly, and states them timidly, with many an error ; but, day by day he repeats them, illustrates them, applies them, traces their influence through Greek sentences, till they become clear and assume a permanent place in his thoughts ; they stand at the entrance of his mind ; they challenge every sentence which passes before them ; and they do it with spontaneity, making the least possible draft upon the will-power. Not this alone : in the light of these guiding principles, all the items of the pupil's knowledge in Greek syntax are seen in their true relations ; these primary ideas become the magnets around which all the iron filings of daily recitations arrange themselves in orderly lines. This is the knowledge which is power and prepares for the duties of life.

What shall be thought of the method which makes exceptions as prominent as the rules, and the special rules as conspicuous as the general ? Which spends time with the young on contractions in multiplication, of casting-out of nines, the theory at the basis of least common multiple, the Vermont rule for partial payments, the transformation of repetends and alligation alternate, while they can perform only with painful difficulty the simplest operations in fractions. Rather they should be trained to perform the fundamental operations with ready accuracy.

Again, our proposition, culture by practice, suggests the corollary, that every important truth should be abundantly illustrated by easy examples. There is a place for difficult problems, but nothing is more discouraging to the beginner, who hobbles with an uncertain grasp the rule just learned, than to find that the second example turns him aside to the solution of a puzzle, which bears no more relation to the rule than a newspaper anagram. He started upon the track, but the very author who posed as his friend, placed an obstruction, and his train of thought is wrecked. Easy examples, far more numerous than any au-

thor has dared to imagine, should accompany every leading precept in all studies. Place the target near, in a calm air, till thought goes straight to the mark at every trial. Not till then, remove the mark to a distance and require the young archer to make allowance for the force of gravitation and a strong wind. Some text books, especially in mathematics, bear evidence that this demand is likely to be more fully met in the future.

Another corollary: It is the positive, not the negative, which counts in the formation of intellectual habits. Advise criticism, direct attention to faulty methods of thought in the pupil, are essential; but pruning is not the teacher's only duty, nor is it his chief duty. Cultivate a vigorous, active growth by incessant practice in right thinking, and this will overwhelm many vicious habits. It is not necessary to make the child's mind a vacuum before pouring in instruction. Make it easier, by mere force of habit, for your pupil to use the right expression than the wrong one.

Lastly, there is danger that we shall attempt too many studies in our schools, and fail to secure substantial training in any line. The pursuit of any study to the extent, merely, of securing a few disconnected facts, may have a certain value, but can not be regarded as a valuable means of culture. The pursuit of wide knowledge so exclusively as to prevent the formation of mental habits, is of course reprehensible. Is it not a fair question whether the limit has not been overstepped in the modern multiplication of studies?—*Ohio Ed. Monthly*.

The Relation of the University to the Common School.

BY COL. WILLIAM PRESTON JOHNSTON.

[Read before the International Congress of Educators, held in New Orleans, Feb., 1885.]

The topic of this paper is one of great moment in our educational system. To present the question fully would require more time than your patience or the limitations of the occasion would readily allow, but there are some obvious points which occur to me that may do something toward placing the subject in its true light.

It has been said—and truly—that universities may exist where there are no common schools, and that the light comes from above; but to have preceded them even, and to have made them possible, is some relation at least. But whether the common schools are the

intellectual offspring of the universities, as is the case in all other countries, or, as some may claim, in newer communities, the universities are the product and flower of the common schools, they deal in both cases with the development of the citizen, the one beginning, and the other finishing his education. The one lays the foundation, the other sets the capstone of the edifice. What is a university? It is an institution representing the best learning and highest teaching power of the community in which it exists. The university in the Middle Ages, with their trivium and quadrivium, taught the best of what was then known; and now, though they fall so far short of their full scope and ideal, they are still the citadels of science, the strongholds of culture and high thought. They constitute that Capitolian Hill from which the standards of the Eternal City are carried down by its panoplied legionaries for service or strife. If the common school is the starting point, and the university the close of education, they certainly have a connection and relation. Let us consider what this is.

Education is integral. In whatever terms defined, it is a preparation of the younger generation by an older for the work of life. Some of it is carried on in the streets—this is unconscious education; some in the shop or office—this is special. The last of all is the education of the home, which combines all these. What is then left for the school-room? Intellectual training is a comparatively small part of the whole. It has monopolized the term "education" to the exclusion of other influences, because, while the others are more or less implicit or indirect, school education is avowedly and aggressively informing, instructively educational in its purpose and methods. It is the preparation for life, so far as it can be given by formal and didactic methods.

Where education shall begin, and how far it shall proceed, and by what agencies and studies it must be carried on, will depend on many circumstances in the condition of the community and of the individual. But with each individual mind that enters on this formative process, the progress is, while it lasts, continuous. We differentiate time by day and night, by the seasons, by years and by cycles, but time itself flows on past our landmarks like a great river. So a human life in its individuality, its continuity, its development, flows on past the landmarks we would set up for it. It is one. It has its dawn, its prime, its matin hour, its noon, its evening, its gloaming, its final shadows, and its curtained darkness in death; but it is day till the night comes. It is one. So we differentiate the

long day of educational preparation which is closed only by the nightfall of death. We mark it off into spaces. We assign this to the nursery, and that to the kindergarten, and still other spaces to more advanced education, and the last of all to the work of life. But still it is essentially one process—the development of the man.

We must remember that all the agencies we employ in this process—common school, high school, college and university—are but successive mansions in our Father's house, even as the vestibule, the ante-chamber and the audience-hall lead us to the foot of the great throne, from which is the effluence of all light and knowledge.

The relation of the university to the common schools is through the high school and the college. It is but a higher link in the golden chain that depends from above. It represents the highest phase of formal school education. If any higher is yet to be discovered, it will still belong to the university. The common school, in its different strata, represents the lowest phase, and likewise the broadest of popular education. Between them are the high school and the college. I take the liberty of quoting from a report which, though printed some eighteen months ago, has not been published :

“The educational system of any people to be complete must constitute a finished and homogeneous structure. It should be a pyramid, with the common schools at its base and the university at its apex. Such is the much admired German system which is consistent with itself and complete in all its parts. Whether, then, our university owes its existence to legislative wisdom or private munificence intended, as it is, to perform an important part in the public education of the State, it should recognize fully its relations to every other part of the educational system and seek to bring each and all into that harmony which will insure improvement. It is both good policy and wise administration to plant the university on the popular affections and interests and to aid public instruction wherever it can be safely done. Of course the fundamental principle of such a policy is to make the beneficence of our work as real, expansive and manifest as human fallibility will permit.”

In the first report I made as president of the Louisiana State University, in December, 1880, I set forth the mutual interdependence of all the parts of our educational system and the urgent need of help to our white population in securing its blessing. The following was my language :

“On the free-school system of education rests the hope of the development, if not of the preservation, of our material interests and of our liberties in the United States. This is especially true of the South, and in no State has it greater significance than in Louisiana.

The control of the most sacred rights of property, of the subtlest questions of morals and law, of the most delicate functions of polity, and of the fundamentals of civilization itself, are now, perforce, entrusted to the masses, largely made up of ignorant freedmen. It behooves the State, as the conservator of society, to use every power and energy to enlighten this dense and dangerous darkness. It should extend to its colored citizens the benefits of education and lead them to a higher and purer plane of intelligence. But it should remember that it must depend chiefly upon the white race, with its immemorial right of leadership, for its ability to keep pace in the march of civilization with happier and more favored commonwealths. It should not withhold nor stint its hand in giving to equip these of its sons for the struggle of life. To this end, common schools should invite the humblest of its citizens to learn those elements of knowledge which should be the general heritage of freemen. Higher schools should receive generous State aid, so that those willing to make sacrifices should not be without the opportunity of advancing along the rugged path of knowledge; and, crowning the public school system as a cap-sheaf, the most fruitful gift of this benignant harvest of learning should be the university. As part of that system and its culmination, the university should open its doors freely to all who aspire to the higher education. It ought not to usurp the functions of the primary school or of the high school, but should reserve its energies for those who have patiently undergone their preliminary training. These it should foster with the most sedulous care and the university should be the nursery of the teachers of our public schools. From its walls yearly should go forth men fully equipped by training, general information and special instruction in the best methods of the normal school, which has its greatest efficiency as a branch in a university. These men should constitute that army of schoolmasters who are to banish ignorance in Louisiana."

A king of Sparta, when asked where were its walls, pointed to his soldiers and replied, "These are the walls of Sparta, and every man of them is a brick." So in the great edifice of popular education, every human soul in the community should be built into the solid structure, in its place, at base or at summit, so that all may see that

"The castle is the king's alone,
From turret to foundation-stone."

But if the university and the common schools represent successive phases of a man's development, they should not do the same work. One deals with the multitude, with a mighty host, the levy *en masse*, who go out to fight the battle of life. These have but a brief time for disciplined drill. In it they can learn but a few things well, but if these are learned very well, as they may be, they are a great help

in the life of the learner; they are sufficient for his purposes as a private in the grand army; and, as in a truly constituted army every private may carry a marshal's baton in his knapsack, so in a free country every citizen, with this start, has his chance, if ability, courage and good fortune are with him. But though the high school and the college afford the training that fits men to be officers in this army, neither they nor the university can make generals of them, even though it had a power to commission as such.

"A prince may make a belted knight,
A marquis, duke, and a' that,
But an honest man's above his might,
Guid faith he mauna fa' that."

The king who creates a peer cannot make a gentleman. The school cannot make a scholar, because it does not furnish brains to its pupils. The university creates the *élite* corps of culture, the engineers of thought. I would have the approaches to it not along a narrow declivity; but, with its wide gates thrown open to every quarter of the heavens, it should welcome every comer whose faculties and powers are trained for service on the field of life. The university fits him for still more difficult achievements.

The common school, then, gives the elementary education. The secondary school should begin the work of differentiation in courses of study, which branch out as you rise in the scale through high school and college to the university, where the work becomes special and professional. The common school gives the general education, the secondary schools the higher education and the university the highest of all.

But the university has still another function, whatever may be its restriction in a highly specialized system, like the Prussian. Here it has much work to do which may be called supplementary—work which is not done and cannot be done by primary or secondary schools, for lack of means or other sufficient cause.

Permit me to quote myself again:

"If education has been correctly defined, and the university represents its highest phase, the question naturally arises, Where does this phase commence? In a highly organized society, the whole work of education may be regularly distributed to the primary school, the high school, the college and the university, with the aid of professional, technical and other special schools. But in America, and especially in the South, we must do what we can, not what we would. The university is, without exception, obliged to perform the

duties of the college, and generally of the high school also. There can be no objection to this if such an institution grasp the whole problem in its entirety and yet recognizes the essential difference between the spirit and methods of its lower and higher departments. A university may begin where its circumstances and the condition of its people require, so only that it shall not close its work without offering its students those chartered rights to liberal knowledge, that emancipation of thought which is the true key-note of academic freedom and university life. That this is not the idea of the German university, I admit. That idea involves a complete severance of the gymnasium or college from the university. But forms and ideas must yield to actual conditions; and much as it would shock a German university professor to tell him so, I am sure that for the teacher himself it is a higher discipline to be able and compelled to teach in both the university and the college than in either alone. If a higher discipline, then a higher man is the outcome; and though the direct results may be less obvious, the indirect evolution of all concerned should be larger."

Now let me illustrate from our work here. If you will pardon me, I will quote from the report already cited as made to my Board, as to one of the functions of a university: "A university should combine in its work three objects—the higher education of the young, the extension of the area of original research, investigation and discovery and the elevation of the public tone and culture. This last is done in part unconsciously and without any direct effort." (The speaker then showed how it was effected through the influence of the faculty and alumni and through the influence of a free public library, offering and opening its benefits to all).

This is true also of art galleries and museums. The museum is the workshop of the scientist and the kindergarten of the people. It teaches natural science without a master. The most direct method of reaching the popular mind, however, is through popular lectures. Conducted by able men they awaken the spirit of inquiry in many breasts and diffuse important information. This is said to be a difficult community to reach by this method. But if free and guaranteed by the university, and on subjects interesting to the community, it will, after a while, become the habit and perhaps the fashion to attend them. This university is doing what it can to raise the popular intelligence by free lectures on physiology and hygiene and by free systematic instruction in drawing to teachers and in night classes for the benefit of mechanics and others.

There is just one other point I wish to allude to in a paper which professes to touch the surface of the subject merely. It is the re-

iterated demand of this or that educator for a university or a college to adopt his standard of scholastic orthodoxy. You shall follow this method or that method, or issue only this degree, and for such and such courses of study; otherwise, you are schismatic, heretical, out of the ring. This is all nonsense. Who shall fix the standards? Certainly not those who are changing color as fast as the forest leaves when the frost comes. Education in America, in the world, is growing. It is feeling the full consciousness of its own expanding power. It has burst its shackles. It feels its strength. The great danger now is that in the consciousness of new-found powers, it may waste its energies in wrong directions; that it may forget the wisdom of the past. But while so much is tentative, while new problems are presented daily for our solution, we must beware of a slavish adoption of models. To do a thing merely because it has been done somewhere else is the worst reason that can be assigned unless we can show that the situations are exactly the same. You may make your coat of the same material as another man's because he commends its texture, but you will have it cut to fit yourself and not by his pattern. So we must adapt our educational institution in each particular case to our own wants and not another's.

Solon made not the best code, but the best code for the Athenians. In arranging our schools, of whatever grade, we have to diagnose the case, as the doctors say. All the circumstances must be studied. We must do the best we can, not the best we would. In striving after ideals it is not well to forget that we are of the earth—earthly. If we have a university or a system of private high schools and no common schools it is well to regard the former in framing the latter. If the reverse is the case we must build on the public schools. In either case we are bound to regard the social culture and the educational condition of the people for whom we legislate. In a word, we should use a little common-sense; and we need not be discouraged in either common school or university organization if we fall far short of our hopes and plans and ideals. Experience teaches that such is the common lot; and if we are more fortunate a wise humility will lead us to suspect that it is due more to luck than management; or to express the thought more truly and exactly that Providence has favored us beyond our deserts. For

“Man proposes, but God disposes.”

In a word, then, I may say that a direct relation exists between the university and the common schools as successive phases of edu-

cational development through the secondary schools and colleges and that the relation should be recognized in the organization and development of each; and, moreover, that where circumstances require it the university should do all necessary supplementary work within its power.

Manual Training in the Public Schools.

Some ten years since, Jesup W. Scott and Susan Scott bequeathed to the city of Toledo, for the promotion of instruction in the practical arts, a very valuable estate. Much of the property so generously dedicated to the opening of a new educational department was in real estate, and consequently, owing to hard times, it could not, for some time, be converted into ready money without too great a sacrifice. Lately, however, times have become brighter, and within the past two years, the trustees of the Manual Training School have disposed of a considerable portion of the estate. In consequence of their judicious management, the Toledo Manual Training School was formally opened on the first of October, 1884. By the terms of the will, the school is under the joint control of the Board of Education and thirteen directors chosen by the Common Council of this city. The University Board has also power, whenever it seems necessary to them, to levy a yearly tax for the maintenance of the school—this tax not to exceed one-fifth of a mill. At present this department is in the High School building, but a separate building is being erected for them now, and will be ready for occupancy by the first of September. This new edifice is on the High School grounds, and will be large and commodious. Among other desirable features it will contain a black-smith's shop, machinery department and facilities for pounding brass and carving wood. The school is made an emphatic assistant of the High School. It is a well-known and deeply-deplored fact, that many pupils leave school before they have completed the work of the grammar grades. The Manual Training School aims to keep these scholars in school. No one is allowed to enter this department unless he be a regularly enrolled pupil of the public schools; furthermore, no one can enter unless he has reached the senior grammar grade. The result of these wise provisions is easily foreseen. The boys are eager to try the new work which appears so fascinating to them and *will* try it. I know of at least three boys who completed the work of the senior grammar grade last year and who then decided to leave school. The Manual Training Depart-

ment was opened; those three boys wished to have the benefit of the advantages which it offered, and, as a consequence, they are High School pupils this year, instead of being mere loafers on the street corners. The courses in the Manual Department and in the High School are complete in themselves. One is not a substitute for the other. The full amount of work must be performed in each place.

The question may be asked "Are not the pupils overworked?" Most certainly they are not. One work aims at physical development, the other at mental. Each is a change of occupation and consequently a rest. There is little danger of any boy overworking himself. By nature, the average boy is energetic and active: often it seems as if he had solved the puzzling problem of perpetual motion. If he is not furnished with some legitimate employment which will enable him to work off his superfluous vitality, he will find some occupation for himself, and his selections will not always be the most desirable possible. Base-ball and rowing matches are perhaps the least objectionable employment to which the active boy with plenty of leisure resorts. Yet even these are productive of no substantial knowledge, and produce no physical development which could not far better be secured at the carpenter's bench or in the machine shop.

Here then, are already two important points which are attained through the influence of the Manual Training School. In the first place, the pupils are kept in school longer than they otherwise would be. In the second place, the wide awake, restless scholar is furnished with entertainment and yet profitable recreation. The experiment in Toledo justifies the assertion that the regular lessons will not be neglected. Some of our best scholars are those, who, in addition to the regular High School work, are also taking the course in the Manual Training Department. Two or three boys who were scarcely able to do the regular school work last year, are now pursuing the two courses. They themselves assert that their health is much better now than heretofore, and that they come from their workshop to their studies feeling much fresher and brighter than formerly. Again, there is everywhere a demand for skilled labor. A New England manufacturer stated, a short time since, that it would be far easier for him to get a clerk in his counting room capable of making a fair translation of the Iliad or Æneid than it would be to secure a workman in his factory capable of running his machinery. The country is overrun with book keepers. A few months since, a Boston firm advertised for a book keeper at a salary of nine hundred dollars per year. In three days the firm had received three hundred applications. In the same

city a few days later, a well-known manufacturer advertised for a skilled workman to take charge of one of his factories. In a week he had received only three applications, and the salary promised was twelve hundred dollars. The conclusion is clear. The American youth of to-day has a strong distaste for manual labor, and invariably seeks what are sometimes called the "kid-glove professions." Such positions are consequently overcrowded and underpaid. Meantime, the demand for skilled workmen is far greater than the supply. The Manual Training School will teach the boy the true dignity of labor, and will develop his mechanical genius, if he possesses any. Through this medium we shall secure competent and intelligent mechanics. Some of the boys belonging to the wealthier families here have developed unmistakable talent in this direction and aver their determination of making it their life work. Here is another thing which the Manual Training School accomplishes. Again, it teaches accuracy and precision, qualities which every pupil should possess, no matter what his occupation in life may be. To illustrate: A boy is required to make a box of certain specified dimensions. Exactly enough material is given to him to make the box. An error of a twentieth part of an inch in his measurement will ruin his box. He must then apply for more material and on every such application twenty per cent. is deducted from his weekly average. The Manual School is for girls no less than for boys, and some of the finest work done in mechanical drawing this year has been done by the girls of the class. Next year there will be additional facilities for them, but at present the quarters are somewhat crowded, and both girls and boys have necessarily been refused admittance to the school. By careful management the classes can be so arranged that the work of the two schools shall not clash.

Each pupil works three hours a day in the Manual School; two hours being devoted to shop work and one hour to drawing. The school is open from 8:00 A. M. until 5:00 P. M. As the boys have no study time in school, it follows that they must prepare their lessons in the evening, instead of being at liberty then to roam the streets and form pernicious friendships. There is a strict rule, that whoever falls below the required standard of the High School shall immediately be debarred from the privileges of the Manual Training Department. This rule has a very salutary effect.

Again, there are some scholars who have no special aptitude for many of the regular studies of the public schools; they, therefore, see their classmates ranking higher than they do; they become discouraged; lose, in a measure, their self-respect and grow listless and uninterested.

In the manual school they may develop unsuspected talent and far surpass their classmates. Their self-esteem will revive and once again they will become interested and animated. It is impossible, in the limits of a brief article, to fully outline the aims and scope of the manual school. Enough, perhaps, has been said to prove that it is a powerful aid to higher education, and that the influence it exerts is beneficent and wide-reaching. There is no danger of the schools doing too much for those under its control. Every large city expends hundreds of thousands each year for the support of criminals and the improvident. Let America do as much for the children of the provident as she does for the two classes just mentioned, and crime and pauperism will soon cease to stain our national honor.—*Educational News*.

The Culture Value of Science.

BY A. R. SPRAGUE.

That the chief purpose of education is to acquire correct mental habits, is a proposition few will dispute. It is universally conceded that to a true culture discipline is indispensable. He, only, who has acquired mental power, has obtained real *education*. These statements are so rarely questioned that they no longer require argument. The debatable ground, however, is found as we advance with the purpose of testing by these maxims the various methods of teaching together with the studies pursued.

Discussion concerning the respective claims of Mathematics and English Literature; the established methods of teaching language and the "Natural Method," now so favorably regarded by many eminent teachers;—these and many similar questions are occupying the thoughts of earnest men and women. The value of training in science is perhaps less often controverted than is that of any other single department of school work, but the highest good which it brings to the faithful student is sometimes overlooked. Society is to-day, indebted *far less to science* for the material improvements it has wrought,—for the myriad wonders accomplished by electricity and steam, than it is for the truthfulness, tolerance and patience which render life endurable. To the growth of these elements of character the study of science contributes in no slight degree.

The scientific spirit is not dogmatic; it is essentially a tolerant spirit. True science must constantly say, "We do not know; this theory

is not yet proven. This hypothesis *seems* plausible, but further investigation may warrant a different conclusion." Science is looking towards the truth, "as they that watch for the morning." How else, then, can the mind be so effectually trained to banish prejudice? For the first qualification of the successful student of science is this: that his judgment shall be unbiased by any previous conception or theory. Every earnest glance at nature is disciplinary.

Such a power of unbiased judgment is the ideal of the worthy student of science, and one that powerfully influences his character. Hence it follows that in their chosen department no class of men are more absolutely truthful than men of science. To be convicted of the wilful mis-statement of fact is to be thrust without the pale of respectful fellowship. Thus, society has become accustomed to trust implicitly the statements of facts observed by scientific men, however it may be disposed to regard their speculative utterances.

And then what patience is required! The astronomer, spending laborious months and years upon computations which can be of no service for centuries, but which then may be of inestimable value; the chemist, repeating a test for the twentieth time, with the hope, at each repetition, of eliminating some possible error; — what grander discipline in patience than such pursuits afford? All these influences make for character.

Another important effect of science training is observed in the development of the analytic habit of mind. The untrained intellect is apt to regard the result only, having but little power to differentiate the forces which produce it. Thus, a failure at one time, a success at another, provoke no inquiry into a possible change in some of the conditions. Not thus are the facts regarded by the mind whose habit of thought is controlled by scientific study. Such an one has been trained to look for sources of error in each experiment by which he is seeking the cause of a particular result. An excellent illustration of this is found in the experiments of Sir Humphrey Davy, in the progress of his investigation, which led to the discovery of the composition of water.

Davy was persuaded that water consisted solely of oxygen and hydrogen, and that the acid and alkali which appeared at either pole were merely adventitious products. But the opinion was worth nothing until supported by facts, and he proceeded to investigate. In his first experiment his glass tubes were connected by an animal membrane, and he therefore suspected that the hydrochloric acid and fixed alkali came from the salt contained in this. He then connected the tubes with carefully washed cotton fibre and found the water at

one pole still strongly acid, although not with hydrochloric acid, and the alkali appeared as before. It then occurred to him that, as alkali was used in the making of glass, possibly the electric current decomposed the alkali from the tubes. For these he substituted cups of agate which he knew had no alkali in its composition. Again the test paper shows the same result. Still he reasoned that possibly the troublesome products might come from some impurities adhering to the agate, and for these he now substituted cups of gold, but with the same result. Who, at this stage of the investigation, would not have concluded that the acid and alkali were products of the water? But Davy knew that he had not yet eliminated all chances of error. He now turned to the water which he was using. It was distilled water, but he thought it possible that some impurities had been carried over in the process of distillation. Following this thought, he evaporated a quart of this water in a silver dish and obtained seven-eighths of a grain of dry residue. This he added to the small amount of water in his gold tubes and repeated his test. The proportion of acid and alkali was sensibly increased. At last it would seem that he had found the source of the impurities. But he was not content to leave such an inference unverified. He repeatedly distilled the water in a silver alembic until it left absolutely no residue upon evaporation; and then with water which he knew to be pure, and contained in vessels of pure gold, which could acquire no taint, he repeated the well-tried experiment. He dipped his test paper into the water near the positive pole and found it still decidedly acid. He dipped the paper into the water by the negative pole, and the water was yet strongly alkaline. Not dismayed, he examined the alkali of the last experiment and found it not a fixed alkali, as soda, but the volatile ammonia. This satisfied him that the fixed alkali came from the impurities, an opinion confirmed by repeating the experiments with pure water in the agate and glass cups. He now suspected that the air was the source from whence were derived the perplexing substances. Therefore he performed the experiment in an exhausted receiver, but still the acid and alkali reappeared. But he knew that the air pump does not completely exhaust the air; and, finding the acid and alkali much diminished, he repeatedly filled the receiver with hydrogen, until he felt sure that all of the air was washed out. For twenty-four hours he then permitted his battery to act upon the water in an atmosphere of pure hydrogen. Then he dipped his test paper into the water by the positive pole and drew it forth with its color unchanged; there was no trace of acid. A like test at the negative pole showed that there was no alkali. He had at last the truth he was seeking.—*Wis. Journal of Education.*

The Distinctive Principles of Normal School Work.

BY ALBERT G. BOYDEN, A. M., BRIDGEWATER, MASS.

"A normal school is an institution for the education of teachers" (*Webster*.) It is not an attachment to a high school, to an academy, or to a college, but an institution in itself, "having a local habitation and a name," equipped with the corps of teachers, the course of studies, and the necessary appliances for the accomplishment of its object. Its sole work is the education of teachers.

"A thing is normal," according to *Webster*, "when strictly conformed to those principles of its constitution which mark its species." Tried by this test, the education of the child and the teacher is normal when strictly conformed to the laws of the physical and rational nature of man. An institution whose purpose is to educate teachers according to this standard is properly called a normal school. Its *purpose* determines the class of schools to which it belongs. Its excellence depends upon the *quality* of its work.

The teacher has the organization, the teaching, and training of the school committed to his hands. He directs and controls the activities of the children while they are forming habits, and laying the foundations of character. He should be able to train the child in the right use of all his powers.

The distinctive work of the normal school is to educate the teacher according to the normal standard. To this end the normal student must have as definite and full knowledge of the human body and mind as possible. By careful study he may learn the structure, functions, and conditions of health of the human body. He may learn the powers of the mind, the order of their development, the objects upon which they are employed, how they are called into right exertion, and the products of this activity as they crystallize into those habits of thinking, feeling, and willing which constitute character. By this study he discovers the laws of human life and learns what education is, as an end, and as a means, and derives the principles which guide the practice in the normal education of teachers and children. This general knowledge of mind prepares the teacher for that close observation by which he may learn the peculiarities of each one of his pupils, so that he can teach and train each one in the way *he* should go.

The normal student must make a careful study of the art of teaching and training, that he may know distinctly what teaching is, what

training is, and the means by which he will sustain the attention of his class as dependent upon the knowledge of the subject: the selection of the proper objects of thought; the natural and logical arrangement of ideas; the presentation of the objects of thought; the direction of the pupil's thinking; the use of the best motives; leading the pupil to acquire ideas, and to their correct expression, orally and in writing; recapitulation and reviews; criticisms by the class and teacher; daily preparation by the teacher; and the general culture of the teacher.

The normal student must make a thorough study of the course of studies in all its grades, as a means to teaching and training; that he may know what studies should be included in the course, and why these subjects should be studied; in what order the studies should come, and the relation which they hold to one another; in each study, what shall be taught, and why; the order in which the parts shall be considered; and the method of teaching and drilling the class upon all parts of the subject.

The normal student must thoroughly examine the subject of school organization. That he may know what it is to organize a school; the advantages of a good organization; the preliminary preparations for opening a school; how to open a school; how to classify the pupils; how to apportion the time and studies; and what provisions to make in relation to order.

The normal student must carefully consider the teacher's moral duties, with reference to the need of moral training, the object of it, what moral training requires for the pupil, for the teacher; the principles of government; school government; its necessity; how the end of school government,—self-control,—shall be secured; the effect of the proper arrangement of the exercises; the effect of good management, its requisites; the best motives, and how they shall be used in governing; the teacher's personal habits, the teacher's spirit, his love for his work, his willingness to work, his willingness to sacrifice, his love for his pupils, and his honesty.

He must study the history of education that he may know what has been attempted and accomplished. He must study the school laws of his own State that he may know his legal status.

The teacher must have such a degree of skill in the application of these principles and this knowledge as will enable him to organize and control his own school, and to educate his pupils. It is the distinctive work of the normal school to secure to its students this knowledge and skill according to the measure of their ability.

The first distinctive principle of normal school work is that the normal student is to be a teacher. He is to look at the acquisition of knowledge, the teaching, the training, all the exercises of the school, his own spirit, purpose, manners, and conduct from the standpoint of the teacher. The acquisition of knowledge in this spirit is as much a part of professional work as teaching is.

The second distinctive principle is that the teacher is to be educated for his work. His mind is not only to be furnished with the knowledge of subjects and methods, but trained to comprehend and apply the principles of education. He must be required to imitate good teaching; to teach, drill, and examine in all grades of the work under intelligent supervision. The normal school is a training school in all its course.

The third distinctive principle is that the method of instruction in the normal school is to serve as a model for the normal student. Not that it should be followed literally in all points; the teacher must always adapt his work to his pupils; but the principle, the arrangement, the spirit, and the manner of conducting it will be imitated. The unconscious tuition of the school in some things is more potent than the conscious teaching.—*New England Journal of Education.*

The Young Teacher.

It is certainly true that "the laborer is worthy of his hire," if by this we mean that he ought to be paid a fair amount for his services.

The double meaning of the word "worthy," however, leads us to remark, by way of parenthesis, that in school teaching the laborer is too often not worthy of his hire in the sense that he does not render a fair equivalent for the money paid him.

It is very true that if the teacher is a good one, he deserves to be well paid, though in that case no money can be any equivalent for his services. We might as well talk of recompensing our parents or our friends with money, as of squaring our account with the real teacher. It is impossible.

We can pay for sugar and calico, and for the carpenter's and mason's work and remain under no obligations to those who exchange these things for our money. But personal influence on character, and life, and thought, are things for which we cannot pay in minted coin, and we must always be under a deep sense of obligation to those teachers who have given us these.

However, if the teacher's work is well done, he has a right to expect and demand sufficient salary to enable him to live comfortably, and to lay up something for the years when active toil shall be impossible.

But too many young and inexperienced teachers make the mistake of supposing that a large salary is to be the equivalent of their services at the outset of their career.

The one need of the young teacher—of the graduate of the normal school—is not salary but experience, and though he must have some salary to enable him to live, it is not after that that he ought principally to look. It is true that he has spent some time in endeavoring to fit himself for the work. It is true that there may be others whom he wants to help. But after all, we do not know yet and he does not know yet that he is a teacher at all, or that his services in that capacity will be worth any salary. That still remains to be proved, and very thankful ought he or she to be for the opportunity to prove this. If any town or district will give him the use of a well-furnished room and school apparatus free of cost to him, and then trust its children to him to experiment on, it would seem almost as if he ought to pay money to that town or district for the privilege.

Because a young man or young woman is a graduate of a college, it by no means follows that we are to have a good teacher. But the majority of college graduates seem to have no doubt whatever on this subject. They write in this wise: "I expect to graduate from ——— college next June, and would like a position in one of your schools." It is surprising if they do not add that they "can teach anything usually taught in schools."

Of two things we may be reasonably sure: (1). They do not intend to lend their services except at a high salary. (2). They do not know the meaning of their own words.

To one who has, by years of constant practice and through many mistakes, arrived at any conception of what the work is, which they so unhesitatingly approach, it would seem as if instead of the usual formulæ we ought to receive applications somewhat in this strain:

"I expect to graduate from ——— college in June. Would it be possible for me to enter your school as an observer and student for two or three months, and afterwards be entrusted with some few classes that I may learn whether or no I have the requisite gifts for the position of a teacher?"

As I write this fanciful note the incongruity of its spirit with that of the confident spirit of many college and normal school graduates

strikes me as almost ludicrous. And yet the application is in the true spirit of the true teacher.

I remember once hearing of a poor sick woman who was so overwhelmed with delight at something which was done for her that she exclaimed :

“What ! all this and heaven, too ?”

In the same spirit does the true aspirant for a teacher exclaim, after going through her first summer term, thinking only of her work, when the committeeman brings her probably the first money she has ever earned, as her promised salary, exclaim, mentally at any rate :

“What ! all this experience and money, too !”

My readers may smile, but this is the true spirit of a true teacher, and this feeling ought to be so general that it would seem only the most natural and probable thing in the world.—*Anna C. Brackett, in American Journal of Education.*

Little Things.

[Some Thoughts for Little People.]

I have heard children, when they have heard some naughty word, or done some naughty action, excuse themselves in this way : “Oh, that is such a very little thing ; there cannot be much wrong in that.” One of the first lessons that children have to learn in life is, that little things mean a great deal. They are like the acorn, so small that you can hold it between your finger and thumb, which, when it is buried in the fruitful earth, springs up into the giant oak, one of the noblest of trees.

Everything in the world, you will learn everything which you can see or feel or think about, has its beginning in a small way. Think of the great ocean, so wide and so deep, carrying hundreds and thousands of ships on its bosom every day—what is the ocean but little drops of water, and in each drop of water there are countless tiny articles, until you reach a beginning so small that you cannot see it. Every big thing is a little thing in its beginning.

You think, perhaps, that when you have said a cross word, or struck a blow, in a moment of temper, it is done with, there is an end of it. But it is not so. You know that you can, with ever so tiny a pressure of your finger, rub away some of the delicate bloom that is part of the

life of a flower or a fruit ; try and think that your moral nature—that part of you which conduct has to do with—is something as fine and as delicate as the bloom on a fruit or a flower, something that is injured by every angry thought or word or deed, just as the surface of the fruit or flower is injured when you rub it with your finger ; and think also that good thoughts and kind words and just deeds increase the health and beauty of your moral nature, just as the soft shower and warm bright sun increase the health and beauty of the flowers and the fruit.

Your life is built up of little things--little thoughts, little words, little deeds ; remember this, and do not think lightly of the little things. The smallest wrong takes something from you which you can never get back again ; the smallest good gives you something which you can never lose. Do not be tempted to do the least thing you know to be wrong, for if you cannot resist temptation in little things now, when you are young, you will never be able to resist temptation in big things when you are older.

Every day you are growing, growing, growing ; all the day long you are building up your nature ; every tiny thing helps in the building. It is one steady progress from childhood to youth, from youth to manhood or womanhood, from manhood or womanhood to old age ; and even now, in this fresh, bright morn of youth, you are helping to make yourself the kind of man or woman you will be in the evening, when the end of life draws near.—*The Pennsylvania School Journal*.

The Names of our Presidents.

The two following sentences were constructed to be memorized for special use in my school-room : *Washington and Jefferson met Monroe, and Jackson visiting Harrison Tyler's paintings Taylor Fillmore's pictures, beautifying Lincoln Johnson's gallery, have Garfield Arthur's compliments.*

It will be seen upon examination that every word which is not a name stands for a name. The initial letter of the word is the first letter of the last name of the President, with the sole exception of Martin Van Buren, in which the V is taken. The names of the Presidents come in proper order, beginning with Washington and ending with Cleveland. Where the President died, and the Vice President took his place, the two names have been brought together, apparently forming one name. Each sentence contains eleven words

and names. That the eye may assist the memory they may be presented thus :

Washington	{	met	{	Monroe	{	Harrison
and				and		Tyler's
Jefferson				Jackson		paintings.
Taylor	{	beautifying	{	Lincoln	{	Garfield
Fillmore's				Johnson's		Arthur's
pictures,				gallery,		compliments.

These sentences were constructed to avoid the difficulty of memorizing the names alone in their proper order. Much may be brought in in connection with them.

A. R. HOGUE,
Accomac county, Virginia.

COMPOSITIONS.—The art of written expression, if properly taught and assiduously cultivated, can be made as pleasant as oral composition or talking. The same general method should be adopted in both. We could never teach a child to talk by giving it a subject upon which it must talk for ten minutes or half an hour. Children should be induced to write down what they have to say on any subject, or what they have heard others say. In other words, a child's first composition should be confined to transferring portions of his conversation to paper.—*The Educational Weekly*.

—The best kind of education can be secured only by employing teachers who are adepts, artists, and then leaving to them the details of the art, so far as is possible among schools so intimately related to one another as those in a city must be. Such a teacher, while following the outlines of study as laid down in the printed course, will above all watch the effect of his teaching and the pupil's own efforts upon the development of that pupil's mind. The end he seeks is the education of the child in the highest sense, and not the mere absorption of a few facts.—*Supt. A. P. Marble, Worcester, Mass.*

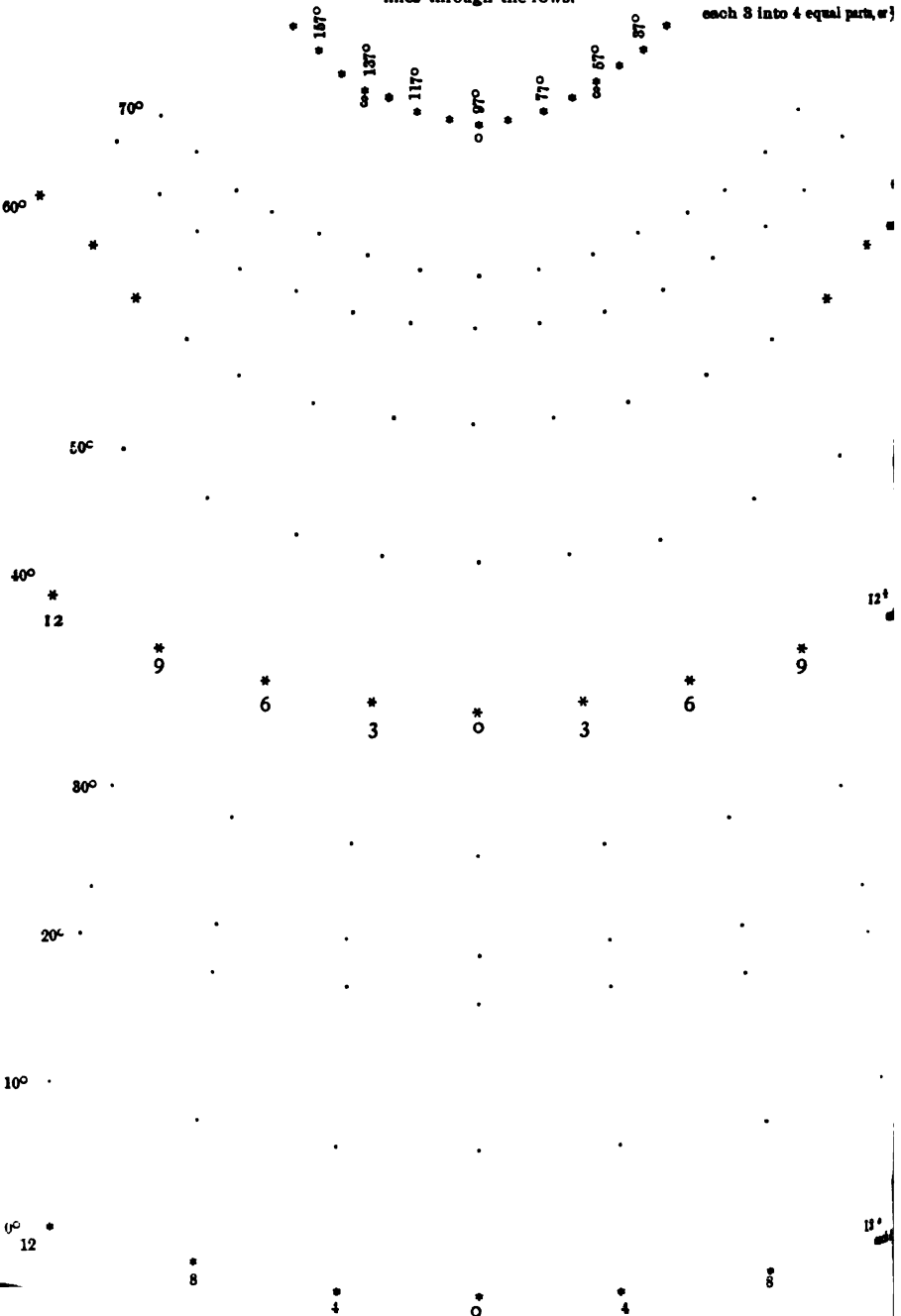
Centre.

MAP-DRAWING, by S. T. Pendleton, Richmond, Va. (Copyright, 1885.)

VI. PARALLELS AND MERIDIANS for NORTH AMERICA. Asia same.

The east and west circular rows of stars or dots represent the Parallels, the stars showing the points measured north and south rows of stars *and* dots represent the Meridians. Complete the figure by drawing the curved lines through the rows.

each 3 into 4 equal parts, w)



Directions for North America.

These are drawn by the author's map drawing pamphlet, published heretofore.

Instruments used.—These are made of paper so that everything necessary is a pencil and sheet of paper. A. The *paper measure* to measure, and also to describe the circular parallels. Take a half sheet of foolscap paper with 32 blue lines, fold $\frac{1}{2}$ inch off the left side, crease, fold again, crease and tear off at the second crease, mark each blue line and half-way between the blue lines at edge of first crease and number as printed. We could mark off the $\frac{1}{4}$ inch units with a foot ruler. For the *circles*, make a hole at the top blue line for a centre, and also make holes at the 3d blue line, and then at every other blue line, or holes below, 4 units of the measure apart. B. To make the *flexible paper curve*. Take $\frac{1}{4}$ sheet of paper lengthwise, double and crease it three times so as to get eight thicknesses, and crimp it so as to get the outside crease a smooth curve, by holding it between the thumb and forefingers of each hand touching, and right elbow horizontal and then close to the body, repeated all along.

1. To describe the *circular parallels*. Double the rest of the half-sheet lengthwise to get the *centre meridian (97°) at the middle crease. Put the point of a pencil in the top hole, "C," of the measure; hold it stationary as a centre on the centre meridian near the top, with the hand resting on the paper, and with the point of another pencil passed through each of the other holes in succession describe circles for the parallels, and mark the top parallel 80° , and the others below 70° , 60° , 50° , 40° , 30° , 20° , 10° , 0° .

2. To *point off for the meridians*. Apply the measure above and along the 80° parallel with its middle o point exactly where the parallel crosses the centre meridian and mark stars on the parallel exactly opposite the "3" point of the measure on each side of the centre meridian, and by the eye make a star halfway between o and 3, and then stars halfway between this last star and o and 3 stars. This divides o to 3 into 4 equal parts and gets the stars $\frac{3}{4}$ unit apart. Repeat this. Apply the measure in the same way along the 40° parallel, but mark the stars exactly opposite o, 3, 6, 9, (each 3) of the measure. Apply the measure in the same way along the 0° parallel, but mark stars exactly opposite o, 4, 8, 12, (each 4) of the measure.

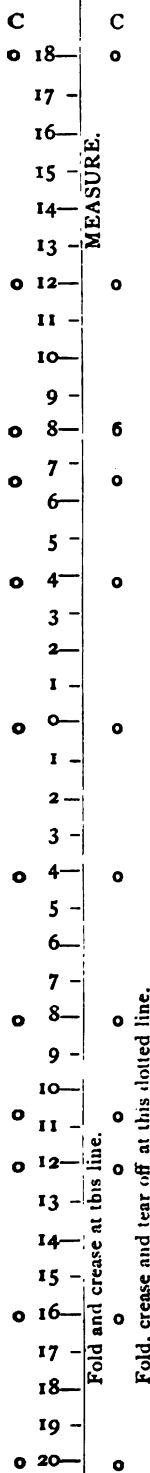
3. To *draw the meridians*. Apply the flexible paper curve so that its outer edge may pass through three stars (one on 80° , one on 40° , one on 10° or 0° parallel), in each north and south row of stars, and draw the meridians from the top to the bottom parallel.

4. A degree of latitude is, in round numbers, always 70 miles. A degree of longitude at 0° or equator is also 70 miles; at 20° parallel is 65 miles; at 30° is 61 miles; at 40° is 53 miles; at 50° is 44 miles; at 60° is 34 miles; at 80° is 12 miles. If we divide these numbers by $17\frac{1}{2}$ we will get the proportional numbers used, 4 units between the parallels always, and at 0° parallel 4 between the meridians; at 40° parallel, 3, and at 80° , $\frac{3}{4}$. The DISTANCE between Washington, 77° E. long., and San Francisco, 122° E. long., is $45^\circ = 45 \times 53 = 2385$ miles, because 1° long. on 40° parallel is equal to 53 miles.

5. To *draw the map*. Notice the points on the map at the centre of the figure formed by 2 parallels and 2 meridians, and also at the corner, and also half way between 2 parallels or 2 meridians, third way, fourth way, &c., and make dots on these parallels and meridians at the same positions, and connect the points where necessary, as in the case of a river, boundary, mountain, &c.

* On slate or blackboard we draw a vertical line for a center meridian. On blackboard and for large maps we use a bow and arrow instead of the paper curve, also a wooden measure $\frac{3}{4}$ inch wide and $\frac{1}{8}$ inch thick, and a string and chalk to describe circles.

FOR ANY OTHER SCALES only make the measure with its unit or distance from 0 to 1, 1 to 2, &c., of the measure, instead of $\frac{1}{4}$ blue line space equal to $\frac{1}{4}$ inch, or 1 blue line space, or any width. For scale of the map, take a strip of paper as long as you wish the distance between the parallels and double it twice to get $\frac{1}{4}$ of the distance as the unit.



MAP-DRAWING, by S. T. Pendleton, Richmond, Va. (Copyright, 1885)

VII. PARALLELS AND MERIDIANS FOR SOUTH AMERICA. So Africa and Australia.

Draw a centre Meridian on Map, if none. South America, South Africa and Australia. Parallels *could* be curved like North America. Complete the figure by drawing curved lines through the north and south row of stars and dots. The stars show the *measured* points.

10° * ————— *

0° * ————— * ————— * ————— * ————— * ————— * ————— * each 10
10 6 2 0 2 6 10

10° * ————— * ————— * ————— * ————— * ————— * ————— *
10 6 2 0 2 6 10

.....
20° —————

30° —————

40° * ————— * ————— * ————— * ————— * ————— * ————— *
7½ 4½ 1½ 0 1½ 4½ 7½ each 3 units.

50° —————

60° * ————— * ————— * ————— * ————— * ————— * ————— *
5 3 1 0 1 3 5 each 2 units.

To make the flexible paper curve, which is applied to 3 stars, measured, one on 0° parallel, one on 40° parallel and one on 60° parallel to draw meridians. Take ¼ sheet of paper, lengthwise, double and crease 3 times to make it 8 thicknesses, crimp the creased edge into a smooth curve by the thumb and forefinger of each hand touching and the right elbow first horizontal and then close to body along the curve.

Map-Drawing, by S. T. Pendleton, Richmond, Va. (Copyright, 1885.)

VIII. GENERAL PRINCIPLES.

This series of 7 sets of Parallels and Meridians—I. Virginia, II. Middle Atlantic States, III. North Atlantic States, IV. United States, V. Europe, VI. North America, VII. Africa—are published separately, according to the author's pamphlet heretofore published, to furnish SCHOLARS with separate directions for each Map, and the Parallels and Meridians exactly as used in the school-room. The pamphlet contains the whole system.

1. Commodore Maury in his Geography advocates in the strongest terms Map-Drawing by Parallels and Meridians. He says: "Parallels and Meridians are in daily use by the statesman, merchant, seaman, and explorer. They have become NEXT TO NATURAL LINES, and are respected as the most ancient land-marks, and afford ALL THE AID NEEDED in Map-Drawing."

2. Pendleton's System has been tried for many years, and is found to combine simplicity, accuracy, and useful information, on account of the Parallels and Meridians, as to distances, relative location in the world, climate, productions, &c.

3. All that is necessary in this system is to draw a vertical line for a Centre Meridian, and to measure on it points north and south ALWAYS 4 units of the measure apart FOR THE PARALLELS, and then on 2 or 3 of the Parallels to measure off for THE MERIDIANS points east and west from the centre Meridian, 4 units apart at 0° latitude or the equator, 3 apart at 40° latitude, 2 apart at 60° latitude, &c., according to the latitude in the table of numbers below; and then to join the points by straight lines, or curved as mentioned (in 4) below; the curved Parallels being circles described from a centre 6 to 12 units (according to the Geography used) from the 80° Parallel, and the curved Meridians by applying a flexible paper curve, or little bow to pass north and south through 3 of the measured east and west points. These proportional numbers are given in the table, and were gotten by the author by dividing the number of geographical miles to 1° of longitude by 15, or the statute miles by about $17\frac{1}{2}$: thus at 0°, $60 \div 15 = 4$; at 40°, $46 \div 15 = 3$; at 60°, $30 \div 15 = 2$. For getting distances, to avoid memorizing the table, it is simpler to recollect to multiply the numbers 4, 3, 2, &c., by $17\frac{1}{2}$ to get the statute miles to 1°.

4. In this system, when extent of country is small—as for a State, or small section—horizontal and vertical lines can be used for Parallels and Meridians, as in I, II, III, of this series. For the United States, and extended sections, the Parallels may be made horizontal straight lines, and the Meridians straight lines inclined on each side of a vertical centre Meridian; for South America and Africa, horizontal Parallels because near the equator, and curved Meridians; for the Northern Continents, circular Parallels and curved Meridians. Directions are given in the author's pamphlet for making the Meridians inclined or curved where extreme accuracy is required, as is not the case in ordinary school-work.

5. TO DRAW THE MAP. Notice the points on the Map at the centre of the figure formed by 2 Parallels and 2 Meridians, and also at the corner, and also half-way between 2 Parallels OR 2 Meridians, third way, fourth way, &c.; and make dots on these Parallels and Meridians at the same positions, and connect the points when necessary, as in the case of a river, mountain, boundary, &c.

6. THE INSTRUMENTS USED are made of paper, so as to require only a sheet of paper and a pencil. A. THE PAPER MEASURE to measure and also to describe circles. Take a half sheet of paper, fold $\frac{1}{2}$ inch off the left side, crease with the finger nail, fold again, crease and tear off at the second crease. mark each blue line, and (if far apart) half-way between each blue line at the edge of the second crease, and number the middle mark 0 and to the left and right 1, 2, 3, &c., to measure each side of centre Meridian. *Some measure with a foot ruler. For the circles, make a hole at the top blue line of the measure for a centre, and 6 to 12 units below make another hole for 80°, and then other holes below, 4 units apart. B. To make the FLEXIBLE PAPER CURVE. Take $\frac{1}{4}$ sheet of paper lengthwise, double and crease it 3 times, to get 8 thicknesses, and crimp it so as to get the outside crease a smooth curve, by holding it between the thumb and forefinger of each hand (touching) and and right elbow first horizontal and then close to the body, repeated all along the crease.

*To draw a LARGER Map, make the unit of the measure or distance for 0 to 1, 1 to 2, &c., of the measure as many times longer as you wish the Map longer. A very good plan, also, is to take a strip of paper as long as the distance you wish between the Parallels, double it twice to get $\frac{1}{4}$ the distance as the unit of the measure. We also use for large Maps and blackboard a wooden measure $\frac{3}{4}$ inch wide and $\frac{1}{4}$ inch thick, and a string and chalk to describe the circles, and a bow and arrow to draw the curved Meridians.

For Parallels on State—4 units of the measure apart.

Latitude.	Statute Miles.	Geographical Miles.	Proportional Numbers
0°	60	60	4
20°	65	56	3 $\frac{1}{2}$
30°	60	52	3
40°	53	46	3
50°	45	38	2 $\frac{1}{2}$
60°	35	30	2
70°	18	15	1 $\frac{1}{2}$
80°	12	10	1

* $\frac{3}{4}$ is used as more simple.

Fold and crease at this line.

Fold, crease and tear off at this dotted line.

Earthquake Phenomena.

The only settled facts about earthquakes are, that they are the result of some shock imparted to the rocks at a considerable distance beneath the surface, and that this shock reaches the surface in a series of concentric rings, all points on the circumference of each ring receiving the shock at the same moment, even though they may be hundreds of miles apart. In other words, all points at equal distances from the center of the earthquake receive the shock at the same moment. Although this is theoretically the case, according to well-known physical laws; still, in practice, the facts are somewhat different; for the shock is retarded or accelerated according as the rock opposes or favors the passage of the wave. The severity of the shock in a given place is dependent upon a variety of causes. These are: 1. The strength of the original shock; 2. The distance from the earthquake center; and, 3. The kind of rock on which one is standing, loose gravels greatly diminishing the force of the shock. The destructiveness of earthquakes depends rather upon the suddenness of application than the amount of motion. In that at Rio Bomba, it is reported for a fact that a man was hurled across a stream a distance of one hundred feet, and landed on an elevation fifty feet higher than his original position. It is an undoubted fact that objects are frequently thrown great distances. In the Mississippi Valley, during the earthquakes of 1811 to 1814, the tops of trees were twisted and entangled, and strong log-cabins were thrown to the ground. Rivers are sometimes checked in their flow, and, in past geological ages, some have been completely turned from their course by earthquakes. — *Ralph S. Tarr, in Popular Science Monthly for July.*

—The good results of study depend in no small degree upon the spirit with which it is conducted. The scholar who spends his school days in learning, that he may pass examination, will lose the true ends of study. In such work there will be little or no investigation. There will be little regard for a knowledge of the truth beyond that which the probable questions will call for. No special attention will be directed to the form of mental labor which produces the most symmetrical development. The complete character which results from being moved by the highest principle of action will not be formed.—*Hon. J. W. Dickinson.*

—Education is the trunk of the tree; culture its branches, refinement its blossoms, and taste their perfume. Without the trunk there can be no culture; and even if we would attempt to graft a foreign branch, there must be beforehand a living and growing trunk. True culture is impossible without a firm, substantial, and immovable basis of education. To arrive at such culture as is worthy of the name we must avoid a "one-sided development," must take care that our tree is not allowed to branch out in one direction only, but equally on all sides. And for true refinement and good taste—fair and sweetly-scented flowers—our tree must be carefully pruned, that no branch is allowed to take more than its share of the sap.—*The Educational Weekly*.

EDITORIAL PARAGRAPHS.

THE STAUNTON NORMAL INSTITUTE.—This Institute, under the charge of Professors C. H. Winston, F. V. N. Painter and W. F. Fox, opened at 8:30 A. M., July 14, in the Baptist church. Superintendent R. R. Farr was present and in a short address introduced the instructors and spoke words of congratulation and encouragement to the teachers present. The instructors in turn made brief addresses giving in outline the course of instruction they proposed to pursue. The city of Staunton, through its authorities, gave the teachers assembled a cordial welcome at the Opera House in the evening at 8:30. In the absence of Mayor Gordon, H. St. George Tucker, Esq., delivered in fitting words the address of welcome. Prof. C. H. Winston, in response, thankfully acknowledged the courtesy extended, and hoped for a pleasant sojourn and a profitable and successful institute. He cordially invited the citizens to attend the session of the institute and such lectures and entertainments as might be provided. Addresses were also delivered by Maj. Jed. Hotchkiss and Prof. F. V. N. Painter. The institute opened most auspiciously. By Wednesday morning between three and four hundred teachers were present. The work has gone on regularly since the second morning. We have never seen a more intelligent, appreciative and laborious assembly of teachers—an assembly whose constituents range from inexperienced youth just preparing for their life work to gray-bearded men of long experience who have occupied high and responsible places in the discharge of their professional duties. Within a few days of the opening of the session a Teachers' Association was organized. This meets every afternoon and is designed for the discussion of subjects of special interest to the teachers and for social intercourse. It has proved a source of much profit and interest. A number of the distinguished speakers who were expected have failed to appear. Among the visitors to the institute were Prof. Stone, of the Univ. of Va., President T. N. Conrad, of Blacksburg College, Prof. A. N. Raub, of Pennsylvania, Profs. W. B. McGilvray and E. W. Cone, of Richmond, and others. An entertainment, consisting of charades, recitations, statuary and music, was given by members of the institute at the Opera House on the

evening of July 29th. The beautiful audience room was densely packed and the crowd manifested its appreciation by frequent applause as piece after piece was presented. The Stonewall Band, which numbers more than twenty pieces, and which has extended a number of courtesies to the institute, contributed no little to the pleasures of the evening by its excellent rendering of a number of choice selections.

The people of Staunton have opened their homes to the teachers and have exhibited a kindness that is highly appreciated. At this writing 604 teachers have registered and though this number has not been present at any one time the daily sessions have probably averaged 500.

The local arrangements have been under the care of Superintendents W. A. Bowles, of Staunton, and H. S. Roller, of Augusta and an excellent corps of assistants. They have worked unceasingly for the comfort of the institute as a body and of the teachers individually, and deserve the hearty thanks of all concerned.

The Late Thomas P. Lilly.

Peacefully passed to his rest on Friday, June 26th, THOMAS P. LILLY, a native of Fluvanna county, Va., but for several years past superintendent of schools in Marshall, Texas. He was a man of varied culture, and was devoted to literary work. For the larger part of his life he was a teacher, though for several years he was connected with the press. In both fields he achieved an honorable success. Almost his last work was a revision of one of our popular English grammars.

In his death Virginia loses a loving son, his profession an honored and valuable co-worker, and his associates a true and faithful friend. The following high and deserved tribute is from the pen of Professor M. Schele de Vere, of the University of Virginia, who knew him long and intimately :

"In Mr. THOMAS P. LILLY, who died on June 26th, in the city of Richmond, Va., the South has lost one of the few true scholars of whom she can justly be proud. Endowed with uncommon natural abilities, he trained himself thoroughly and conscientiously by faithful and persevering study at school, college, and university. The facility with which he acquired modern languages inspired him naturally with a strong predilection for them, and thus he mastered four or five of the principal idioms of Europe so completely that he not only read them with ease, but wrote them in original compositions, without betraying their foreign origin. His whole life was one of devotion to duty. Sacrificing for long years comfort, fame, and even health, to the demands of filial piety, he gave himself afterwards with equal matchless unselfishness to the duties of his profession as a teacher. Never were the labors of this most absorbing of all occupations more conscientiously performed; never was teacher more richly rewarded by the progress and the love of his pupils. Happy the man that can, like him, leave to his loving wife and tender infant the precious legacy of a name without blemish, and the esteem and praise of all who knew him here and now call him blessed!"

The Magazines.

THE ATLANTIC MONTHLY for July.—Contents: The New Portfolio, XI-XIII. Oliver Wendell Holmes; The Singular Case of Jeshurun Barker, John Wilkinson; The Two Elizabeths, John G. Whittier; Childhood in Medieval Art, Horace E. Scudder; The Prophet of the Great Smoky Mountains, XIII, XIV, Charles Egbert Craddock; Baochua, Frank Dempster Sherman; A Mexican Vacation Week; A Country Gentleman, XXI, XXIII. M. O. W. Oliphant; Tempted; A Bit of Bird-Life; China Speaks for Herself; Daniel De Foe and Thomas Shepard, Edward Everett Hale; On Horseback, I, Charles Dudley Warner; Southwestern Kansas seen with Eastern Eyes; Garibaldi's Ideas; Russia; England, Russia and India; Two English Men of Letters; Paradise Found; A Chat in the Saddle; Francisque Sarcey; The Contributors' Club; Books of the Month.

CONTENTS OF ST. NICHOLAS for July.—Frontispiece: "The Pet Fawn;" A School of Long Ago, Edward Eggleston, two illustrations; Jingles; "Oh, Dear!" five illustrations; Our Secret Society, three illustrations; The Land Without a Name, poem; Driven Back to Eden, Chapter VI, E. P. Roe, three illustrations; Answered Riddle, Jingles No 2; Historic Girls, III, Clotilda of Burgundy, three illustrations; Johnny "Interviews" an Anemone; A Lullaby, verses; His One Fault, chs. XXII-XXIV, J. T. Trowbridge, two illustrations; The Liberty Bell, poem, illustrated; A School Afloat, six illustrations; Washington's First Correspondence; Daughter Itha, illustrated; Sheep or Silver? chs. III, IV; A Duet, picture; The Children of the Cold, V, four illustrations; The Six Little Flies, verses; Among the Lawmakers, chs. XVI, XVII, XVIII, XIX, illustrated; From Bach to Wagner, IV, Mozart; For Very Little Folk, How Sport Saved the Kittens; Jack-in-the-Pulpit, illustrated.

LIPPINCOTT'S MAGAZINE for July.—Contents: On this side, a story, VII, by F. C. Baylor; A Temple Pilgrimage, by Henry Frederic Reddall; "Mees," a story, by Charles Dunning; The Next Vacation, by Alice Wellington Rollins; The Pioneers of the Southwest, two papers, I, by Edmund Kirke; Dieu Dispose, a story, by Nathan Clifford Brown; Joseph J. Mickley, by J. Bunting; The White-Whalers, by C. F. Holder.

Aurora, by Mary Agnes Tincker, is concluded in this issue. A number of short stories, poems, and articles of interest upon current topics also appear.

POPULAR SCIENCE MONTHLY for July.—Contents: A Great Winter Sanitarium for the American Continent; Recent Progress in Aerial Navigation, by Professor W. Le Conte Stevens, illustrated; Archaeological Frauds; Railroads, Telegraphs and Civilization; Diet in Relation to Age and Activity; An Experience with Opium; Some Self-made Astronomers; On Leaves, by Sir John Lubbock, illustrated; Earthquake Phenomena; Curiousities of Starfish Life, illustrated; Ethics and the Development Theory; Moths and Mothcatchers; Hygiene of the Aged; The Oldest Airbreathers, illustrated; Sketch of Professor S. P. Langley, with portrait; Editor's Table: A Pernicious Political Tendency; Beecher on Evolution; Spreading it too Thin.

THE JULY CENTURY.—Two portraits of marked interest in the *JULY CENTURY* are the frontispiece picture of Frederic Mistral, and the full page portrait after a daguerrotype of Henry Clay. Not less striking than the portraits are the articles accompanying them. George Bancroft contributes a vivid sketch of Clay's personality, and Alphonse Daudet writes of his friend, Mistral, the Provençal poet. Of timely importance is the Indo-Afghan paper, "The Gate of India," by W. L. Fawcett.

A description of "George Elliot's County" is the opening illustrated paper. Others, are Dr. Edward Eggleston's profusely illustrated paper on "Social Life in the Colonies; and an account of the explorations of the late "Frank Hutton in North Borneo."

The war papers of the *JULY* No. are profusely illustrated, and comprise a description of the Confederate pursuit during "McClellan's Chase of Base," by General D. H. Hill; "Rearguard Fighting at Savage Station," by General W. B. Franklin; "The Seven Days' Fighting about Richmond," by General James Longstreet; and points of minor interest in "Memoranda."

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Our Peabody Normals.

Never in the history of Virginia have our teachers' institutes attracted as much attention as this summer. We were present and opened the Staunton, Fredericksburg and Marion Normals, and it was certainly very gratifying to us to find so many earnest teachers in attendance the first day of the session; it speaks well for their promptness and shows that they are determined to keep up with the progress of the age. Staunton Normal organized with over two hundred teachers present, and before the hour of adjournment same day, over three hundred had enrolled. Fredericksburg opened with over one hundred and fifty present. Marion with over one hundred and seventy, and, as will be seen from the reports of the conductors, the attendance at each of the Normals has been greatly increased.

From the Peabody Normal at Staunton, Prof. Winston under date of July 24, reports, "that the number of teachers enrolled in this Institute to date is five hundred and thirty-five (535), and others are still coming in. If I may judge by the diligent attention given to all the instruction and the manifest desire on the part of all, or nearly all, to get all the benefit possible out of the opportunities offered, then I think we may consider our work a full success. The arrangements for boarding have been so well carried out that everybody seems satisfied. The hot weather has lowered our stock of energy a little, and the church is only tolerably well suited for such gatherings, but we have borne up well, I think, and hope for better temperature. Upon the whole, then, I wish to report that the Institute, now closing its second week, has succeeded in every important point beyond my expectations."

By later advices from Staunton we are informed that the enrollment of teachers has reached *five hundred and seventy-three* and that they are still coming.

From the "Fredericksburg Peabody Normal," Prof. Mitchell, July 27, reports that "there are two hundred and fifty school officers and

teachers enrolled at present and many more are expected this week. One could hardly find a more interesting body of teachers anywhere, and their close attention to all instruction and exceptionally good conduct are praised on all sides. The citizens of Fredericksburg seem to appreciate the honor you have shown them by selecting this place for the institute, and are repaying it by hospitable treatment and encouraging attendance at all the different sessions. We are holding two sessions daily : From 9 A. M. to 1:30 P. M., and from 5 P. M. to 6:30 P. M. The morning session consists of regular instruction from Prof. Swartz and myself alternately. The one in the evening is devoted to the discussion of school-room difficulties, by the instructors and members of the institute generally. A regular organization of this session has been effected with Mr. X. X. Charters, president, and Mr. D. D. Hickerson, secretary. Subjects are assigned and different lectures appointed for each day. Participation adds to the interest of the members, and the preparation necessary for the performance of their duties renders the exercises quite profitable. Everybody seems to be pleased and all are looking forward hopefully to an increase of profitable enjoyment during the remainder of the institute."

From the Peabody Normal at Marion, Prof. Walton, July 25th, makes the following report: "The number enrolled to date is two hundred and three—(still coming). I have pleasure to report a most attentive and earnest spirit pervading the entire class. Two evening lectures have been attended by large and gratified audiences. These were entertained by Prof. Greisner, of Female College, Marion, and by Dr. Peters, of the University of Virginia, and also by singing and readings. I will make report, as early as practicable, of proceedings in full. Major Pendleton affords me great aid, in various ways. The people are cordial."

We have not received a written report from Prof. Montgomery, of Danville Peabody Normal, for colored teachers, but we were there a few days ago and found the institute working finely, with one hundred and seventy teachers present.

The summer session of the Virginia Normal and Collegiate Institute, at Petersburg, is under the management of Prof. James Storum, Principal of this Institution, who makes the following report: "The summer session for 1885 began July 9th at 8:30 A. M., as per instruction. The number enrolled on that date was twenty-six. The teachers have been steadily coming in since that date and up to the present writing we have enrolled in all eighty-two teachers, the ladies

and gentlemen being about equally divided. The teachers have been classified as well as the circumstances will allow. The following classes have been organized and are in successful operation: Grammar, Reading, Geography—Descriptive and Physical—Arithmetic, Algebra, History, Physics and the Theory and Practice of Teaching. In addition to these classes we have arranged with Dr. Harris for a course of six lectures on Physiology and Hygiene, two of which have already been given. There is a great deal of hard work being done here in spite of the excessively hot weather. There probably has never been a body of teachers assembled in any part of this land more eager for instruction and more studious in their habits than the teachers now in attendance at this session. This remark was made by a visitor yesterday: 'They are actually studying their lessons.' The classes are all large and well attended, which argues well for the interest manifested. I trust it will be in your power to visit us soon. There is not a teacher here who has not made and is making a sacrifice to be here, and to be assured of a certificate would greatly encourage them."

It will be seen from these reports that our teachers are alive to their interest and are exerting themselves to become thoroughly proficient in their profession; they deserve all praise, and school officers should see to it that, in assigning their schools, these teachers be given preference. Teachers ought to be encouraged to attend these normals, and as soon as they are made to see and feel that normal training means something, and that preference is going to be given those who attend them, the attendance will be largely increased. Of course it will take time to build up a system of summer normals or training schools in our State, and it can never be done *systematically* and *permanently* while we are dependent upon *charity* for their *support*—we care not how free it may be given. Our State ought not only to repeal the law which prohibits the Board of Education from holding teachers' institutes, but it ought to, and *must* make a *liberal* appropriation for their support.

We say must, and we mean it; for each year the effort of the Peabody trustees, by their valuable and efficient agent, Hon. J. L. M. Curry, through our school officials, to educate our teachers and elevate the profession, is attracting the attention of the people and they will soon see its importance and will demand that suitable provision be made for that purpose. We want to express our hearty thanks to the citizens of the towns where our normals are located for the great interest they manifest in them and for the hearty

reception given our teachers. The large attendance on the normal is, of course, due to the untiring exertions of the local authorities. At Staunton, Superintendents Bowles and Roller have been untiring in their efforts and have been ably seconded by the citizens of the city and Superintendent Funkhouser, of Rockingham, with his valuable paper, *The People*. General Ruggles, at Fredericksburg, has done his duty well and has been earnestly seconded by the citizens of that town led by the indefatigable Charters who has thrown himself body and soul into the work and who gives his entire time to looking after the welfare of the teachers and the success of the normal. Maj. Pendleton, at Marion, has proven equal to the occasion and has made good all of his glorious promises. He has the united support of his town, and actually so impressed it with the importance of the institute that its citizens erected a beautiful Opera House for its accommodation. Maj. Repass was on hand and active in the cause. Superintendent Slaughter, at Danville, was charged with the duty of looking after the local arrangement of the normal for colored teachers at that place and was very energetic. Prof. James Storum and the other teachers at the Virginia Normal and Collegiate Institute are doing good work, and whilst there are not as many present as there should be, still the work of the session will do great good. Hon. A. W. Harris has been very energetic in inducing teachers to attend this session.

By latest advices, Staunton has 573 teachers enrolled; Fredericksburg has 250 teachers enrolled; Marion has 225 teachers enrolled; Danville has 173 teachers enrolled; Petersburg has 102 teachers enrolled; total, 1,323.

This exceeds last year's enrollment of teachers in the institutes nearly 400, and it is possible, with proper management, *next year to put* over two thousand teachers in our summer normals.

We are very much gratified at the active part taken by some of our superintendents in getting their teachers to attend the normals, whilst there are others that we cannot understand, and whose failure to act we will inquire into in due time.

State Normal School at Farmville.

We have just received a circular from Hon. W. H. Ruffner, the principal of the school, addressed to superintendents in regard to the examination of applicants for admission. The circular is in the

hands of the printer, and will be distributed as soon as possible with the questions and all necessary blanks. The following is given for the information of those who are interested. Section 5 :

"Each city of five thousand inhabitants, and each county in the State, shall be entitled to one pupil, and one for each additional representative in the House of Delegates above one, who shall receive gratuitous instruction. The trustees shall prescribe rules for the selection of such pupils and for their examination, and shall require each pupil selected to give satisfactory evidence of an *intention to teach in the public schools of the State for at least two years after leaving the said Normal school.*"

NUMBER OF STATE STUDENTS TO WHICH EACH COUNTY AND CITY IS ENTITLED.

COUNTIES.	NO.	COUNTIES.	NO.
Accomac.....	1	Madison.....	1
Albemarle.....	2	Mathews.....	1
Alexandria.....	1	Mecklenburg.....	1
Alleghany.....	1	Middlesex.....	1
Amelia.....	1	Montgomery.....	1
Amherst.....	1	Nansemond.....	1
Appomattox.....	1	Nelson.....	1
Augusta.....	2	New Kent.....	1
Bath.....	1	Norfolk.....	1
Bedford.....	2	Northampton.....	1
Bland.....	1	Northampton and Accomac.....	1
Botetourt.....	1	Northumberland.....	1
Brunswick.....	1	Nottoway.....	1
Buchanan.....	1	Orange.....	1
Buckingham.....	1	Page.....	1
Campbell.....	2	Patrick.....	1
Caroline.....	1	Pittsylvania.....	3
Carroll.....	1	Powhatan.....	1
Charles City.....	1	Prince Edward.....	1
Charlotte.....	1	Prince George.....	1
Chesterfield.....	1	Princess Anne.....	1
Clarke.....	1	Prince William.....	1
Craig.....	1	Pulaski.....	1
Culpeper.....	1	Rappahannock.....	1
Cumberland.....	1	Richmond.....	1
Cumberland and Buckingham.....	1	Roanoke.....	1
Dickenson.....	1	Rockbridge.....	2
Dinwiddie.....	1	Rockingham.....	2
Elizabeth City.....	1	Russell.....	1

COUNTIES.	NO.	COUNTIES.	NO.
Essex	1	Scott	1
Fairfax	1	Shenandoah	1
Fauquier	1	Smyth	1
Floyd	1	Southampton	1
Fluvanna	1	Spotsylvania	1
Franklin	1	Stafford	1
Frederick	1	Surry	1
Giles	1	Sussex	1
Gloucester	1	Tazewell	1
Goochland	1	Warren	1
Grayson	1	Warwick	1
Greene	1	Washington	2
Greensville	1	Westmoreland	1
Halifax	2	Wise	1
Hanover	1	Wythe	1
Henrico	1	York	1
Henry	1		
Highland	1		
Isle of Wight	1	CITIES.	
James City	1	Alexandria	1
King & Queen	1	Danville	1
King George	1	Fredericksburg	1
King William	1	Lynchburg	1
Lancaster	1	Manchester	1
Lee	1	Norfolk	2
Loudoun	1	Petersburg	2
Loudoun and Fauquier	1	Portsmouth	1
Louisa	1	Richmond	4
Lunenburg	1	Staunton	1

Full information can be obtained by addressing

Hon. W. H. RUFFNER, *Principal,*
Lexington, Va.

We have received the following circular from Judge F. N. Watkins, to which we invite the attention of all who are interested:

STATE NORMAL SCHOOL OF VIRGINIA.

A Teacher of Natural Science.

On the 1st of October, 1885, a teacher of Natural Science will be appointed by the Trustees of the State Normal School of Virginia,

at Farmville, Va. This school was established in 1884 by the Legislature, "*expressly for the training and education of white female teachers for the public schools.*" This school has been in successful operation for one session of eight months and will open again 1st October, 1885. In fact, as well as in name, it is strictly professional, not only as to its aims, but as to its methods of teaching. Hence it is, of course, preferred that the instructor in science should be able to teach according to the Normal methods.

The salary (for the next year) is *Eight Hundred Dollars*, which will be punctually paid in monthly instalments. Comfortable board-ing can be had at from \$15 to \$20 per month. Farmville is a pleasant town of more than 2,300 inhabitants on the Norfolk and Western R. R. (See catalogue).

According to the plan of the school, there is an *Elementary* Course of two years designed specially for the preparation of teachers for the primary schools, and also an *Advanced* Course of two years which in its academic studies corresponds with an ordinary High School course. The present income of the school being insufficient for the support of both courses, only the Elementary Course is now taught, and the scheme calls only for "Lessons in Natural Science"; Geography and Physiology are otherwise provided for. The scientific teacher will be expected to give lessons in Chemistry, Natural Philosophy, Botany, Zoology and Mineralogy, teaching as much of each, in due proportion, as can be given in one lesson a day for eight months. After the regular session there will be a summer term of six weeks for which a special course will have to be prepared. The teacher of Natural Science will give instruction in this Summer School, beginning in June, 1886.

In respect to the character of the lessons to be given, no very distinct ideal has been formed, and for the present, at least, the incumbent of the chair will be allowed great freedom in shaping his or her teaching. The systematic study of the natural sciences belongs to the Advanced Course, for which we hope to receive an appropriation next winter.

The special design of these Physical Science lessons at present is to widen the scope of the student's mind, to cultivate the habit of observation, to inspire a love of nature, and thus to prepare for giving object lessons in the primary schools.

All persons, *whether male or female*, who may desire to become candidates for this position will please address the undersigned.

These applications, with testimonials, will be submitted to PRINCIPAL RUFFNER, whose present address is *Lexington, Va.*, and to the Trustees.

Catalogues will be forwarded if desired.

This circular is that mentioned in the Newspaper Advertisements and will be sent to any address suggested and to candidates.

F. N. WATKINS, *Secretary*.

Farmville, Va., 1st July, 1885.

STATE NORMAL SCHOOL AT FARMVILLE, VA.

Election of Teacher.

The trustees propose to elect an instructor in *Physical Science* (who is also competent to teach Latin and Algebra) on 1st October, 1885. A circular will be sent to applicants, giving duties, salary, &c., &c.

The school year of 1885-86 begins 1st October, 1885, and ends 2d June, 1886. Catalogues sent to applicants. Address,

F. N. WATKINS, *Secretary*.

Farmville, Va., July 2, 1885.

Personal.

Superintendent W. H. Strother, of Fauquier, spent several days at the Fredericksburg Normal and is now at the one in Staunton.

Superintendents Repass, of Wythe, and Frantz, of Roanoke, were at the opening of the Marion Normal.

Superintendents Funkhouser, of Rockingham, and Haden, of Fluvanna, were at the opening of the Staunton Normal.

Superintendent Wright, of Caroline, was at the opening of the Fredericksburg Normal.

We regret that Superintendent Holladay has been detained at home by sickness, which has prevented his giving his time and attention to the Fredericksburg Normal as he promised and expected.

SCHOOL LAW OF VIRGINIA.

(Continued from page 283.)

UNIVERSITY OF VIRGINIA.*

University† continued; visitors, when and how appointed.

167. The University of Virginia shall be continued, and the visitors thereof shall be and remain a corporation, under the style of The Rector and Visitors of the University of Virginia. They shall be at all times subject to the control of the legislature.

168. Be it enacted by the general assembly of Virginia, That the board of visitors of the University of Virginia shall consist of nine members. The term of office of said visitors shall be for four years, commencing the first day of May, eighteen hundred and eighty two.

169. That the offices of all the visitors of the University of Virginia be and the same are hereby declared vacant.

170. That the governor, by and with the consent of the senate, shall, immediately upon the passage of this act, appoint a new board of visitors for the University of Virginia; three of whom shall be selected from the division of the state in which the institution is situated, and two from each of the other grand divisions of the state. If a vacancy happen in the office of visitor, the senate not being in session, the governor shall fill the same for the unexpired term.

171. The said board of visitors shall meet at the University at least once a year, and at such other times as they shall determine; the days of meeting to be fixed by the board. Special meetings may be called by the rector or any three members of the board. Notice of the time of meeting shall be given by the secretary to every member of the board. Five members shall constitute a quorum for the transaction of business.

* In 1817-18 (p. 11 to 15) an act was passed providing for a university as soon as a site should be fixed; it appropriated \$15,000 a year for defraying the expenses of procuring the land and erecting buildings, and for its permanent endowment. There was also passed on the 25th January, 1819, an act for establishing an university.—Acts 1819-19, c. 19, p. 15; 1 R. C., p. 90, c. 34. Temporary laws relative to it, since the first edition, are acts authorizing the rector and visitors to borrow \$25,000 to erect a new building, (Acts 1852, p. 28, c. 31); \$25,000 appropriated to repair buildings and furnish a supply of water, (1853-4, p. 26, c. 36); and the acts since the edition of 1860 are referred to in the margin, or in the notes to this chapter in the present edition. By Acts 1872-3, c. 64, p. 42 to 45, the society of the alumni of the University was incorporated.

† By act of April 26, 1867, Acts 1866-7, c. 23, p. 898, \$500 were appropriated for completing the work of raising and placing in position the statue of Thomas Jefferson. By act of March 29th, 1873, Acts 1872-3, c. 285, p. 200, the balance remaining on hand of the appropriation for the erection of the statue of Jefferson is appropriated to the publication of the address of Hugh Blair Grigsby, delivered on the occasion of the inauguration of the statue at the University.

How office of visitor vacated and vacancy filled.

172. If any visitor fail to perform the duties of his office for one year, without sufficient cause shown to the board, the said board shall, at their next meeting after the end of such year, cause the fact of such failure to be recorded in the minutes of their proceedings, and certify the same to the governor, and the office of such visitor shall be thereupon vacant. If so many of such visitors fail to perform their duties, that a quorum thereof do not attend for a year, upon a certificate thereof being made to the governor by the rector, or any member of the board, or by the chairman of the faculty, the officers of all the visitors so failing to attend shall be vacant.

Rector and other officers; when and where board to meet.

173. The board of visitors shall appoint from their own body a rector, or, in his absence, a president pro tempore, who shall preside at their meetings. They shall also appoint a secretary to the board.

Duties of the board; expenses of visitors paid.

174. The said board shall be charged with the care and preservation of all the property belonging to the University. They shall appoint as many professors as they deem proper, and with the assent of two-thirds of the whole number of the visitors may remove any professor. They may prescribe the duties of each professor, and the course and mode of instruction. They may appoint a bursar and proctor, and employ any other agents or servants, regulate the government and discipline of the students, and the renting of the hotels and dormitories, and generally, in respect to the government and management of the University, make such regulations as they may deem expedient, not being contrary to law. To enable the rector and visitors of the University to procure a supply of water for the University, they shall have authority to acquire such springs, lands, and rights of way as may be necessary, according to the provisions of chapter fifty-six. *

175. They shall examine into the progress of the students in each year, and shall give to those who excel in any branch of learning such honorary testimonials of approbation as they deem proper.

176. Such reasonable expenses as the visitors may incur in the discharge of their duties shall be paid out of the funds of the University.

When annual report to be made, and what to contain.

177. They shall, before the first of October annually, deliver to the second auditor a report to the general assembly of the progress of the University, and its receipts and disbursements during the year ending on the first day of July preceding, with the amount of salary received by each professor, including fees received from the students.

178. Each professor shall receive a stated salary, and also such additional compensation out of the fees of tuition and other revenues of the University as the visitors

* See Code of 1878, c. 56, from § 6 to 22 inclusive.

may from time direct. He shall also have assigned to him by the board one of the pavilions at the University, or other suitable residence (or commutation therefor), and such other accommodations as the said board may prescribe.

WHAT BRANCHES OF LEARNING TO BE TAUGHT.

179. The following branches of learning shall be taught at the University—that is to say, the Latin, Greek, Hebrew, French, Spanish, Italian, German, and Anglo-Saxon languages; the different branches of mathematics, pure and physical; natural philosophy, chemistry, mineralogy, including geology; the principles of agriculture, botany, anatomy, surgery and medicine; zoology, history, idiology; general grammar, ethics, rhetoric, and belles lettres; civil government, political economy, the law of nature and nations, and municipal law.

Board of visitors authorised to issue bonds to discharge their floating debt and maturing obligations; security therefor.

180. The rector and board of visitors of the University of Virginia are hereby authorized, at any meeting at which a majority of said visitors shall be present, to issue bonds of the said corporation, either registered or with coupons, for interest, or in part of the one class and in part of the other, convertible from one class into the other at the pleasure of the holder, in sums of one hundred dollars, or any multiple thereof, to run not more than thirty years, bearing interest at a rate not exceeding eight per centum per annum, such interest to be payable at such place as the board of visitors shall designate.

181. The amount of the loan hereby contemplated shall not exceed the sum of ninety-five thousand dollars, and the proceeds thereof shall be applied exclusively to the redemption of the existing debt of the University.

182. For the purpose of securing the payment of the said bonds the rector and board of visitors of the University are hereby authorized to convey, by deed of trust, all the real estate belonging to or held for the said University, and also by said deed to pledge the annual appropriations made to the University, subject to any previous pledge of said appropriation which has been heretofore made.

Annuity to University payable out of Treasury.

183. There shall be paid annually out of the public treasury thirty thousand dollars for the support of the University of Virginia, which shall be payable out of any money in the treasury not otherwise appropriated; but this annuity is on condition that the said institution during its continuance, shall educate all students of the state of Virginia, over the age of eighteen, who shall be matriculated under rules and regulations prescribed by the board of visitors, without charge for tuition in the academic department, consisting of the following schools to-wit: the schools of Greek, Latin, history and literature, moral philosophy, modern languages, natural philosophy, natural history and agriculture, general and industrial chemistry, and pure mathematics: provided, that no person shall be admitted as a student, free of charge for tuition fees under the provisions of this act, unless the faculty shall be satisfied by actual examination of the applicant, or by a certificate of some college or preparatory school, that he has made such proficiency in the branches of study which

he proposes to pursue as will enable him to avail himself of the advantages afforded by this University.

184. Out of the said appropriation of thirty thousand dollars, all necessary repairs, and the interest on the existing debt, shall first be paid, and a sinking fund of one thousand dollars per annum shall be established and placed under the control of the board of visitors, to be annually applied to the liquidation of the principal.

Bequests to the University legalized; how to be invested and applied.

185. Any person may deposit in the treasury of this state, or bequeath money, stocks, or public bonds of any kind, to be so deposited, or grant, devise, or bequeath property, real or personal, to be sold, and the proceeds to be so deposited in sums not less than one hundred dollars, which shall be invested in certificates of debt of the state of Virginia, or the United States, or any other state thereof, for the benefit of the University of Virginia; and, in such case, the interest or dividends accruing on such stocks, certificates of debt or bonds, shall be paid to the rector and visitors of the University, to be by them appropriated to the general purposes thereof, unless some particular appropriation shall have been designated by the donor or testator, as hereinafter provided.

186. If any particular purpose or object connected with the University be specified by the donor at the time of such deposit, by writing filed in the treasurer's office (which may also be recorded in the clerk's office of the county court of Albemarle county, as a deed for land is recorded), or in the will of such testator, then the interest, income and profits of such fund shall be appropriated to such purpose and object, and none other; or, if the donor or testator shall so direct in such writing or will, the interest accruing on such fund shall be reinvested by the treasurer of the commonwealth every six months, in the manner prescribed in the first section of this act, and the interest thereon be, from time to time, reinvested in like manner for such period as such writing or will shall prescribe, not exceeding thirty years; and at the expiration of the time so prescribed, or of thirty years, whichever shall happen first, the fund, with its accumulations, shall be paid over to the rector and visitors of the University, or the interest, income and profits thereafter accruing upon the aggregate fund shall be paid to them as the same shall accrue, according as the one or the other disposition shall be directed by such writing or will, and in either case the same shall be appropriated and employed according to the provisions of such writing or will, and not otherwise; and the rector and visitors of the University shall annually render to the general assembly an account of the disbursement of any funds so derived.

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Editor - - - - WM. F. FOX.

Editor of Official Department,

R. R. FARR, ... Superintendent Public Instruction.

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The Value of Pictures in Teaching Physical Geography.

By LILLIE J. MARTIN.

Drawing makes complicated explanations simple, and gives vividness to descriptions not thoroughly grasped by the imagination. It is particularly valuable as a test of a pupil's knowledge of a descriptive subject. If a beginning class in physical geography is given a descriptive subject to illustrate, more than half the class will fail. Nor is this failure chiefly among those who draw indifferently. The test brings to light a mental deficiency among all the pupils that must be remedied. But the nature of the difficulty must be first ascertained. A re-study of the lesson shows that it does not come from inattention. Careful questioning develops the fact that the pupils have no material with which to picture what they read. Here is another proof that "the mind can create no new material, but can divide and combine the parts of material things with which it is familiar so as to form new existences."

Since the surrounding country does not always furnish proper material for illustrating physical geography, what is to be done? Pictures appeal so strongly to all the senses that they may be used for this purpose. No physical geography furnishes a sufficient amount. Nor is this to be regretted. The very gathering of pictures excites interest and draws closer attention to the subject. A method something like the following has been fairly successful in carrying on this work. On beginning physical geography a list is made of the subjects that can be illustrated by pictures, and the pupils are set to gathering these from magazines, railroad guides, etc. Each is expected to make a small collection on all subjects, and a larger collection on that subject that he finds the most interesting. Additions are made to this collection during the whole course of study. These pictures and, if possible, railroad maps showing the location, are mounted on white or brown paper and

labelled so as to show the teacher what subject the pupil intends a given picture to illustrate. For convenient handling they are placed in a portfolio made of paper and enclosed in a large envelope for protection. The pupils are encouraged to preserve bits of information from newspapers, etc., scraps of appropriate poetry and attach them to the pictures. Care is taken, however, that the main thought may not be lost sight of by too many details.

After the pupil has been over a new subject somewhat cursorily, for the purpose of learning the proper terms to employ in discussing it, he is taken into the country to study the thing itself. If this is impossible, he examines the pictures from the various collections on this subject. Especial attention is given in class recitation to one of the best pictures. Several pupils put it upon the board to improve their drawing. One of the rest tells what he sees and the others make additions. The pupils' imaginations thus receive material for future use. Of course, this material cannot be used at present. The surroundings of place and time must first be forgotten. Perhaps some one will propose describing the picture as if colored. This narrows the scene to a particular time and makes it almost a reality. Some one will tell how the place appeared in the past, another, how it attained its present state, and another, how it will look in the future. What could give the imagination better exercise !

Each pupil writes a composition on the subject that he has selected for fuller illustration. He makes a drawing of the best picture that he has on the subject. This is not done altogether to give him practice in drawing but to hold his attention long enough to observe points that would otherwise escape his notice. "The pencil is the best microscope." The composition is divided into two parts. Part I contains a description of what the pupil sees with his mental and physical eyes. All the pictures that he has on this subject are to be described. He may choose, also, to describe any imaginary picture that contains the main points of his subject. Part II is something from books. The pupil states in his own words what he has read, and employs the narrative or descriptive style as he prefers. The second part is added for the purpose of directing the pupil's attention to the best books on physical geography and to assure a careful reading of them. Encyclopædias, books of travel and description, novels, poetry, legends, etc., should be recommended. From these the pupil may select something on a particular picture or on the subject as a whole.

Cañons and waterfalls are among the best subjects for composition work. Good pictures are easily obtained, and there is a variety of

book matter. Pupils enjoy studying about coral islands. They like to describe the pieces of coral they have at home and make pictures of them.

To ascertain how much has been done by this work, in the way of storing the pupil's imagination, the drawing test may be repeated. The class will certainly do better: Nor will they use the particular things that they have seen if sufficient time is allowed to elapse after pictures allied to this subject have been examined.

This exercise helps pupils in many ways indirectly. It causes them to study the text and the pictures in their text-books with more attention. It gives them opportunity to use what they have seen, heard, and read. In short, it teaches them to put physical geography into their world and their world into physical geography.—*Journal of Education.*

Lord Ardmillan on Honor in Boys.

I really scarcely can understand why it is that my young friends here have done me the honor of requesting me to deliver the prizes to them, unless it be that through the shadows cast by many years, and in spite of gray hairs and grandchildren, they still perceive in me the lingering spark of a yet unextinguished boyishness. And perhaps it may be so. I do not mourn for the lapse of time nor complain that "my May of life has fallen into the sere and yellow leaf," nor amid the flying years do I wish the renovation of youth nor even seek

. . . Moram

Rugis et instanti senectæ
Adferet, indomitæque morti.

Nor even do I vainly murmur as I look back,

Oh, age has weary days,
And nights of sleepless pain;
Thou golden time of youthful prime
Why comest thou not again?

I know well that the springtime can never return, but there is a youthful feeling which outlasts the youth of life and the heart never grows old unless we deaden its sensibility by selfishness. Therefore, it has been my endeavor and my delight to keep fresh and unbroken my interest and sympathy in the progress and feelings and the sports

of youth. I am happy in the companionship of the young. I have always been friendly to athletic exercises and to competitive athletic exercises. I believe that manly sports and generous rivalry and honorable competitions, and the lesson of winning without conceit and losing without grudge, and the qualities of promptitude, energy, temper, courage, and endurance developed and trained in these competitions are of great value both now, in school-work and college work, and afterwards in the battle of life. Therefore, I say, work well, and strive honestly, and contend honorably, and wear your honors modestly, and you will be the better for all your efforts, mental or physical. It is very pleasant to see the sight—and it is not an uncommon one—of the best athlete, the fastest in the race, the Captain of the Eleven, standing at the same time among the foremost contending in the literary Olympics of your higher work. But other lessons are taught in your games. I particularly allude to that fine feeling of honor—what Burke calls “the sensibility of principle, the chastity of honor, which feels a stain like a wound.” That honor is taught and trained and exercised in such competitions. I remember a few years ago being present on your ground at a cricket match. The Eleven of Merchiston were in the midst of their innings and playing an uphill game. A fine-spirited youth was at the wicket with his eye well in, hitting freely and well. The wicket-keeper caught the ball. “How is that, umpire?” said he. “Not out,” said the umpire. “Yes, I am out,” said the youth, “it touched my bat, and I felt it;” and he walked off from the wicket amid the cheers of every one in the field in which I heartily joined. Many cricketers would have preserved silence. No rule of the game that I know would have been broken by accepting the umpire’s decision, but the spirit of the noble, ingenuous youth spurned the deceit and led him to disclose the fact. That was a true honor. I will tell you an anecdote of older date which illustrates the same thing. Long ago, in the days of State lotteries—a very bad institution, which, like many other bad things, has passed away in the progress of the nation—two young gentlemen agreed to purchase each a lottery ticket. One, who lived in London, was to buy both tickets, one for each, in his own name, and he did so. The time for drawing the prizes came and the one in town wrote to his friend in the country, “Your ticket has turned up a £5,000 prize.” “How do you know it is mine?” writes back the “*rusticus abnormis*.” “Because,” wrote the other, “when I bought the two tickets I put a little mark in pencil on the back of the ticket that was intended

for you and that has gained the prize." No human being could have known but himself, but he disclosed the truth and gave up the prize because his honor prompted him to do so. A finer spirit of honor has rarely been seen than was in the heart of the man that would have so acted. Such a spirit Burns describes as glowing on the countenance when "The eye e'en turned on empty space beams keen with honor." Such a feeling of honor is, I believe, developed in the games and competitions of a great school like this. This excellent school has again this session, in the fencing-hall, in the field, and in the class-room maintained its distinction, and it is delightful to all those who take an interest in Merchiston to feel that it has done so. There are other admirable institutions in this city, but there is room for them all. True scholarly earnestness should have a friendly character as well as an improving influence—"emollit mores nec sinit esse ferox"—and then our enlightened love of education rises above jealousy. No good institution ever prospers by the depreciation of another. Now, one word before I close. You here win prizes, but you gain better things still. Here you form warm, precious, hearty friendships that may last through life and which are better things than prizes. Cultivate the heart as well as the head. Knowledge is good but love is better still, and higher, nobler, purer than the finest natural instinct or social spirit of honor is the feeling which leads a man to live as under the eye of God who sees your every act and knows your every feeling. So to love and so to live is to realize the greatest happiness permitted to man upon earth.—*Canada Educational Monthly*.

The Art of Questioning Illustrated.

The teacher who questions well possesses great power. Improper questions waste time, distract the attention, and injure the mind, while proper ones arrest and hold the attention and strengthen the mind by giving it healthful exercise. Improper questions come from ignorance and carelessness—proper ones from knowledge and care. Take, for instance, the reading lesson. How often the whole exercise is spoiled by the neglect of the teacher to prepare good questions upon the selection to be read. The class is prepared but the teacher is not.

We will give a few examples of questions frequently heard. Suppose the subject is "The Chambered Nautilus," printed below :

THE CHAMBERED NAUTILUS.

This is the ship of pearl, which poets feign,
 Sails the unshadowed main,—
 The venturous bark that flings
 On the sweet summer wind its purple wings
 In gulfs enchanted, where the Siren sings,
 And coral reefs lie bare,
 Where the cold sea-maids rise to sun their streaming hair.

 Its webs of living gauze no more unfurl;
 Wrecked is the ship of pearl!
 And every chambered cell,
 Where its dim dreaming life was wont to dwell,
 As the frail tenant shaped his growing shell,
 Before thee lies revealed,—
 Its irised ceiling rent, its sunless crypt unsealed!

 Year after year beheld the silent toil
 That spreads his lustrous coil;
 Still, as the spiral grew,
 He left the past year's dwelling for the new,
 Stole with soft step its shining archway through,
 Built up its idle door,
 Stretched in his last-found home, and knew the old no more.

 Build thee more stately mansions, O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
 Let each new temple, nobler than the last,
 Shut thee from heaven with a dome more vast,
 Till thou at length art free,
 Leaving thy outgrown shell by life's unresting sea!

What does the first line say?

What kind of a main does it sail on?

What does the bark do?

What is said about the coral reefs?

These questions are bad, because they do not arouse thought. The pupil can answer them all with his eyes on the line.

What is meant by the first line of the second stanza?

State the meaning of the 3d, 4th and 5th lines, in your own language!

These are too general—too indefinite. The pupil has only a faint idea of the meaning, perhaps, and so stumbles and becomes discouraged in his efforts to make a statement.

Did each year change the shape of the coil?

Did he stay in the old dwelling after the new was built?

Was it not because he would never go back into the other chamber that the door was said to be idle?

Here the teacher does all the thinking, leaving nothing for the pupil. Consequently no strength is gained, and interest is lost. The teacher might ask such questions all the year around and no good would be done. Why? No spirit of investigation is aroused, no mental curiosity is excited.

Give the derivation of "venturous." Where are coral reefs found? Give an example of enchanted. What wrecks ships? What is a tenant?

Such questions are too narrow. They dwell too much upon the mere words, and lead away from the thought instead of bringing it out.

Is the soul material or immaterial? Why can it be said to live in a mansion? In what condition is the soul when free?

What is meant by life's sea? Why is it called unresting?

These are too abstruse for a class of immature thinkers. Such questions discourage. The excellence of questions is shown by the degree of interested discussion aroused.

Now examine the following questions:

Are they too easy? Do they excite thought or investigation? Are they adapted to the grade of pupils reading such a selection? Are they lively? Will they make the pupils talk back? We offer them for your criticism.

What does the poet call the "ship of pearl"?

Give the meaning of "nautilus"?

Why called "chambered"?

State meaning of "feign."

What has been "feigned" about the nautilus?

Why is it called a "ship of pearl"?

*Why is it said to sail the "unshadowed main"?**

Why call it a "venturous" bark?

* The nautilus was said to close its sails and dive below whenever the shadow of a cloud passed over the sea.

What are its "purple wings"?

Give the fable about Sirens.

What difference between Sirens and sea-maids?

Why were their haunts considered enchanted?

Describe coral reefs.

What part of the nautilus is meant by the "web of living gauze"?

Why are they so called?

Give the meaning of unfurl.

For what purpose are sails unfurled?

What is meant by "wrecked is the ship of pearl"?

What was the tenant?

State the meaning of "irised ceiling"?

What is meant by "crypt unsealed"?

What by "he left his past year's dwelling for the new"?

Why say "stole with soft step its shining archway through"?

What was the "idle door"? and why called "idle"?

Why could he be said to "stretch" in his new home?

How did each new chamber of the nautilus differ from the others?

Why was a larger chamber needed each year?

To what does the poet compare the nautilus?

How does the soul differ each year from its state in former years?

In what way can it grow?

Why may the past be called low-vaulted?

When, and from what will the soul at last be free?

—Teachers' Institute.

Teaching Truthfulness.

A few words in *The Student* for the Fifth month, in regard to the importance of "accuracy of expression" in connection with "habits of correct and minute observation," strike a subject which should engage the attention of every teacher. The writer says: "Whatever be the cause, whether natural depravity or imitation or want of accurate perception, many tiny children are untruthful." Without attempting to enumerate or even understand all the causes which lead to this evil we feel justified in saying that if the grown persons with whom these "tiny children" are associated were uniformly or even generally truthful in a *strict sense*, the little ones would be much more so than they are. A *strict sense* includes, of course, no exaggeration and no prevarication. Those variations

from truthfulness which seem trivial make sad impressions on the characters of children. Absolute truthfulness living in the heart and controlling the life creates an atmosphere so healthful for the souls of little children and for all human souls as often to act with an influence of which he from whom it emanates may be unconscious. It should go out from the teacher as a living force—an emanation from a deeply spiritual life. The great need of such an influence in the school-room verifies the need of the Christ life in the heart of the teacher.

While a disposition to untruthfulness seems in some instances ingrain, as if stamped both by heredity and training on the child's nature, and the teacher must feel that no fault can be so hard to eradicate, let him not lose courage. He may realize that the children whose homes are pervaded with an atmosphere of untruthfulness need, more than anything else, transplanting. But as this is, in most instances, impracticable, let him create a wholesome atmosphere in his own little kingdom, and germs of truthfulness will be sure to fasten upon some child-heart, grow, and affect the whole life and character. We believe the plan suggested by the writer above quoted—of requiring oral statements of what has been observed, holding the child to simple accuracy in making them—is a good one, but think the object in view should be made plain to the child, coupled with and enforced by such moral instruction as the conscience of the teacher may dictate.

While harsh punishments or even much lecturing are worse than useless a few heartfelt words occasionally given to the subject will not be without telling results. A point to be insisted on is, that no deviation from truth be treated lightly even if there be a laughable side to it, as often occurs. If it be seen that an honored teacher loves truth so well as to be grieved by any violation of it, an impression is likely to be made on the sympathies, and through these the moral nature of childhood is easily reached.

When we consider what truthfulness engrafted and cultivated in the heart of a child really means, we shall see that in most cases goodness at every point or real excellence of character may be tested by this one trait. The whole tendency of the truth-loving spirit is to lead to faithfulness in the performance of every known duty, and when the child has established the habit of faithfully performing its daily round of little duties, so powerful is habit in shaping character that all the avenues outside of or averse to a life of duty are being closed by becoming utterly distasteful to him.

Let the teacher then be very jealous to cultivate this leading virtue. While it is unavoidable that some failures should occur in so radical a matter as this, the fact that earnest effort in this direction expended for a school can hardly fail to make lasting impression on some one or a few, if not on all, should speak eloquently to the teacher of the dignity and worth of his calling.—*The Student*.

Teaching Reading.

The following extract is from an account of a visit by some Lowell teachers to the schools "of a neighboring city."

During the day at different times and different places we heard, well, perhaps one hundred children read. Not one poor reader among them all! In one case we heard each child in a certain room read. So distinctly were the words spoken that we lost not the sound of one. That the child had a thorough understanding of what he was reading was evident by his placing the emphasis upon just the word in the sentence which would bring out the meaning plainest. The inflection was varied and the voice was pleasant throughout.

As the reading was the best we had ever heard from any children, we began to look about for the cause. One lesson which we heard gave us an insight into the method of conducting a reading lesson in one, at least, of these schools. The class numbered twenty. Each child stood beside his desk, in the middle of the aisle, facing the teacher, when we entered the room. They had no books and were repeating from memory some lines which she had given them. To begin with, the *teacher* was a good reader. She recited the lines and then asked the class to repeat after her this much—"Ye bells in the steeple, ring, ring out your changes, how many soever they be." The result was not satisfactory; they were evidently imitating her, parrot-like. Then a short talk ensued about the church, and the steeple, and the bells, until the idea was fully impressed.

"Now, children," said the teacher, "can you see the bells? Now talk to them." So fully were the imaginations at work, that as they repeated "Ye bells," etc., once more, the eyes were directed upward as though the steeple and the bells were really visible. The result was most happy. The tone was different, the reading more natural in every way. They were not only giving the words of the author, but were actually talking, each to his own imaginary chime of bells.

When this exercise was concluded, the class was directed to sit down and take reading-books. They were to read a piece entitled "The Radiate." Before a word was read the first paragraph was discussed. Upon the desk the teacher had placed some star-fish and other examples of radiate animals. The children were sent to find these and exhibit them to the class, and they were talked of until it was evident the class had a clear idea of the animal they were to read about. Then the hard words in the paragraph were explained, after which the children were told to read the paragraph to themselves and see if they understood it.

Then one child read it, the teacher saying, "Now, Mary, remember you are not reading it to yourself, but to us ; we have no book and you must make us understand it." Each paragraph was taken in the same way.

After hearing this lesson, we concluded that if each teacher in the city, beginning with the lowest grade in the primary school, was as careful that her scholars thoroughly understood every sentence which they read as this teacher had been, it was no wonder that the reading in this city was decidedly superior.—*National Journal of Education*.

School Government.

The following principles are adapted from Bentham, who, first among English lawyers, enunciated the basis on which all government should be administered :

LIMITS OF CONTROL.

1. Authority exists for the benefit of the pupils.
2. Restraints should be as few as possible.
3. Duties and offences should be clearly expressed.
4. Offences should be graduated according to degree.
5. The teacher should observe due formality in exercising authority.
6. The teacher should avoid occasions of disorder by organization.
7. Those in authority should cultivate a benign character.
8. Reasons for discipline should be made intelligible.
9. Punishments should be regulated according to certain principles, as,—
 - a. The punishment should be such as is best adapted to the offence.

b. Never punish in anger.

c. Except in extreme cases, never administer corporal punishment without the consent of parents, etc.

MEASURE OF PUNISHMENT.

1. It should not outweigh the profit of the offence.
2. The sensibility of the offender should be considered.
3. In case of two offences the punishment should be such as to make the less preferred.
4. The punishment should not be greater than is needed.
5. The greater the offence, the greater the expense it is worth while to be at in the way of correction.
6. The punishment must be increased as it falls short of certainty.
7. When the offence indicates a habit, the punishment should be adjusted to counteract the habit.
8. In adjusting the measure, account should be taken of the circumstances that render all punishment unprofitable.
9. In administering punishment, omit all those things that do more harm than good.

All the motives that result in a given offence may not be observed at a glance and readily referred to a classified list, and the means and measure of correction is not always obvious.—*Our Country and Village Schools.*

Language Exercises.

1. Write the names of three places.
2. Write your own name in full.
3. Write the name of your country.
4. Write the initials of your name.
5. Write a sentence containing ten words.
6. Arrange the words of each of the following groups so as to form a sentence:
 - a. wood, made, of, is, box, the.
 - b. old, the, lame, a, has, horse, man.
 - c. stone, the, made, are, walls, of.
 - d. he, rob, not, nest, would, the, bird's.
 - e. Jones, ate, pears, ripe, Paul, two, yesterday.
 - f. strawberries, I, place, a, grow, know, where.
7. Write a statement about—

- a. Yourself and playmate.
- b. Something in the school room.
- c. A place that you have seen.
- d. A winter amusement.
8. Write a sentence containing four capitals.
9. Write two sentences in which you use the word *is*.
10. Combine the following to make one sentence :
 - a. The birds are building their nests.
 - b. They have been busy all day.
 - c. They use straw, and threads, and moss.
11. Write a sentence in which you use the word *I* and the name of a place.
12. Write the proper names of—
 - a. The street on which you live.
 - b. The country in which you live.
 - c. The language that you speak.
 - d. The river nearest your home.
 - e. A pupil in your class.
 - f. The present month.
13. Write correctly the names of the seven days.
14. Write correctly the names of the twelve months.
15. Name three public holidays.
16. Tell what we mean by—

A pair of gloves.
A brace of ducks.
A couple of mice.
A swarm of bees.
A herd of cattle.
A flock of birds.
A drove of horses.
17. Write the plural of—

lady,	day,	tooth,	negro,
tidy,	boy,	eye,	potato,
body,	valley,	foot,	motto,
baby,	monkey,	calf,	cargo,
pony,	donkey,	goose,	tomato.
18. Write an inquiry about—

A carpet,	A train,	A knife,	The time.
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19. Write a statement, an inquiry, and a command.
20. Write a sentence containing ten words and requiring four capitals.—*American Journal of Education.*

Sound Education.

President Gilman, of Johns Hopkins University, in speaking of an educational institution, indicates the following sensible test :

Ask, first, is it a place of sound education? Are the youth who are trained within its walls honest lovers of the truth—are they learned, are they ready, are they trustworthy? When they leave the academic classes, do they soon find a demand for their services? Do they rise in professional life? Are they sought for as teachers? Do they show aptitude for mercantile, administrative, or editorial life? Do they acquit themselves with credit in the public service? Do the books they write find publishers? Do they win reputation among those who have added to the sum of human knowledge? Have they the power of enjoying literature, music, art? Can they apply the lessons of history to the problems of our day? Are they always eager to enlarge their knowledge? Do they become conservative members of society, seeking for progress by steady improvements rather than by the powers of destruction and death? Are they useful, courteous, co-operative citizens, in all the relations of life? Do the charities, the churches, the schools, the public affairs of the community receive their constant consideration? Are there frequent manifestations among them of unusual ability in science, in literature, in oratory, in administration? As the roll of the alumni increases and the graduates are counted by hundreds and not by scores, does it appear that a large proportion are men of honorable, faithful, learned, and public-spirited character? These are the questions, by which, as the years go on, a university is to be tested ; or, to sum all questions in one, is it proved to be a place for the development of manliness?

Here let me protest against the common method of estimating intellectual work by numerical standards alone. I have heard it said that some men are possessed by a statistical devil. They can only think in figures ; they will ask, in respect to a new acquaintance, how much he is worth ; of a library, how many volumes ; of an orchestra, how many pieces ; of a college, how many students. I have known the expenses of an institution made a dividend, and the number of scholars the divisor, the quotient representing the cost of each pupil. All this is wrong, absolutely and wholly wrong. If such a standard were allowable, the largest number of scholars taught by the cheapest teacher would be the greatest success. It is

not the number, but the quality of students which determines the character of a high school. It is important to count ; it is better to weigh.—*Journal of Education*.

Teaching Pupils to Think.

BY SUPERINTENDENT A. W. EDSON, ATTLEBORO, MASS.

As methods by which the teachers may train the pupils to think, the following may aid :

1. By the teacher's thinking. Activity provokes activity, and the original teacher will be very apt to have original and independent thinkers for pupils. A careful preparation of the lesson by the teacher will greatly aid the teacher in thinking during the recitation.

2. By a proper assignment of a lesson. Quality and quantity should be carefully considered, attention called to the leading points, new and unusual words. As a rule it is far better to assign the lesson at the beginning rather than in the hurry at the close of a recitation.

3. By proceeding from the known to the unknown. The child knows a great deal before he attends school and the first work of the teacher should be to get a mental inventory of that child's mind. Then from what he already knows proceed to build.

4. By training in order (1) the perceptive faculties, especially sight and hearing ; (2) the imaginative faculties, to fill the mind with pure and noble thoughts ; (3) the reflective faculties. Reasoning before the age of ten or twelve is rote work, pattern-learning, and likely to do much more harm than good.

5. By exciting the child's curiosity. Children are always glad to hear, to see, to learn new things, but their interest may be deadened by the teacher's doing too much of the work for them.

6. By asking stimulating questions and encouraging the pupils to do the same. The *how* and *why* should receive careful attention.

7. By teaching attention, concentration to the work in hand. Fifteen minutes of hard work is much better for the pupil as regards mental training and the lesson itself than thirty minutes of lifeless half-way work.

8. By a careful attention to the language of the pupil. "I know, but I can't tell," is nonsense. Language is as necessary to thought as thought is to language.

9. By daily general exercise. Object lessons, information on current topics, mental arithmetic, etc., will stimulate thought.

10. By making the work in the various studies *real*, practical.—*The Teachers' Assistant*.

Teaching History.

How, then, should a teacher of history proceed? First of all, he must understand that it is his duty to tell the *truth*, neither more nor less, and that he must use his utmost effort to discover it. Next, if he is to explain the actions of men, he must be a *man* himself, loyal and honest and brave, and therefore capable of recognizing these qualities in others and properly estimating them. These are the chief qualifications: but if he is to be a great teacher, he must add to them an imagination capable of throwing itself in different positions, sympathizing in turn with the different parties and persons of whom he has to speak, seeing each at its best, as it saw itself. He will not try to make Nature into a schoolmistress, who is to impress this lesson or that; for Nature is not a schoolmistress, but a mother with many children and no partialities. The novel with a conscious lesson in it is always a failure, and the history with a conscious lesson in it is an artificial legend—and not even a beautiful one. Events should, as far as possible, tell their own story and the reader or listener should be left to make his own reflections.

Not all things are worth relating, or all historical figures worth describing, but some things and some persons deserve to be commemorated eternally. Stories like those of Thermopylæ and Salamis in Herodotus; the stories of the patriarchs; the Gospel story, which, of all records, has cut the deepest into the hearts of mankind; these and all other narratives of admirable deeds, faithfully told by loyal and honest men are the true jewels of history, the diamonds in the general gravel-heap. We can leave the gravel where it lies, sifting the gems from the middle of it. The base and mean may be forgotten; the good and beautiful alone deserve to survive. Each age will have its political panaceas for all human ills, and the ills will not be cured by them, and fresh theories will be twined to the end of time, of sun and moonshine, which equally will not avail. But great actions live forever, and the wise "remnant" treasure up the memory of them; and in looking reverently at what men have done, gather heart and spirit for their own work.—*James Anthony Froude*.

The Uses of Forgotten Knowledge.

It would not be right to conclude that all knowledge which is forgotten has failed to serve a useful purpose. It may be forgotten in the form in which it has been received, but it may reappear in another. What is true in the vegetable world is often true in the world of spirit and of thought: "Except a corn of wheat fall into the ground *and die*, it abideth alone." It comes to nothing. The condition of its germinating and giving birth to something better than itself is that it shall die; and that it shall cease to retain the exact shape and character which it had at first. It is true that what is hastily acquired is hastily lost. What is consciously got up for some temporary purpose drops out of the mind and leaves no trace. Like Jonah's gourd, it comes up in a night and perishes in a night. It is not of this I speak. But all knowledge once honestly acquired and made a subject of thought germinates, even though in time it becomes unrecognizable, and seems to disappear altogether. It has fulfilled its purpose, has deepened a conviction, has formed the legitimate ground for some conclusion on which in turn something else has been built; and it gives to the learner a sense of freedom and of elbow-room when in after-life he is dealing with it and cognate subjects, such as he could not possibly experience if the subject were wholly new to him. Rules serve their purpose if they form our habits of speech or of action, even though these habits are not consciously obedient to the rules, and although the rules themselves could not be restated in an explicit form. A demonstration in mathematics has done its work if, for the time, it gave an insight into the true method of reasoning, even though in later life we utterly fail to remember the theorem or the proof. So the exact character of a set of experimental illustrations in physics may be entirely forgotten; yet if the truth they illustrated was by their help fastened on the mind, and has subsequently been seen in wider and more varied application, we have no right to say that the original effort has been wasted.

The thoughts and experiences which make up the sum of our mental life in different years vary as much as the particles that compose the body. Some disappear, and others take their place. But the life is the same so long as there is continuity and health. Personal identity consists, not in sameness of substance, but in continuity of life. So the relation of what you teach to the permanent thoughts

and work of the pupil consists in its capacity for development into something not itself but akin to itself, better than itself. Here then is one of the tests of our school-lessons. Grant that as school-lessons they will be forgotten. Let us reconcile ourselves to this as inevitable, and ask in relation to everything which we teach: "Is it germinating and fruit-bearing, or not? When the husk and shell shall have decayed, will there be anything left? If so, what? Will this bit of knowledge drop wholly out of the memory and leave no trace? If so, I will not teach it, though it is in the text-book. Or will it, even though it looks crabbed and unpractical, make the perception of some larger and more useful truth easy; will it leave some effect in the form of improved taste, truer judgment, or increased power to balance opposing facts? If so, I will have it learned, even though I know it will be forgotten; and I will feel thankful that there is an art of wisely forgetting, as well as one of usefully remembering."—*J. G. Fitch.*

Dark Days in Teaching.

BY MRS. E. D. KELLOGG.

How well I remember the parting injunction of my good mother, drawn from her own teaching experience, as I went forth to teach my first school: "You will have some days, my child, when you will think you will teach as long as you live, and others when you will never wish to see another school-room." How often it came back to me in the dark days, before a little philosophy had taught that these days, like rainy ones, come to all, and are no indication whatever of the progress or condition of school advancement. What teacher is not touched by a sympathetic thrill at the very mention of such days when "everything goes wrong?" Every sound is piercing; the door slams; the boots hit at every angle; books are left at home; the ink spills; children laugh at nothing; visitors come and drive you half distracted with their undertone to each other; slates and pencils obey the law of gravitation with the perversity of inanimate things, and the spirit of misrule reigns triumphant.

A word of suggestion may be of benefit to young teachers, who may come upon such days before they know what to do with them. First of all, don't lose heart, and conclude you are a failure as a teacher, either then or after you get home. A most excellent teacher stopped at my door one night on her way home, saying,

"nothing but my long experience keeps me from being utterly discouraged to night. Such a day as I have had!" But she smiled serenely, and walked on by faith and not by sight, that the sun would shine the next day. And that is one of the most remarkable things about these days—they are almost sure to precede the most satisfactory ones. You are in conditions you cannot analyze, my dear young teacher, when the clouds gather from all points of the compass—and don't try to. Just hold yourself with all the calmness that is possible, and be as patient with yourself as you must be with the children. Perhaps you, yourself, through that subtle action of mind over mind, are practically responsible for the complicated condition of things. That is hard consolation, but not at all unlikely to be true.

It was a good many years ago that a disciplinary Providence threw me under the heroic treatment of a nerve-slashing principal, who met every discouragement and complaint of his teachers with the lancet thrust, "All your own fault, madam," which, though it did not perceptibly increase our affection for him, *did* compel a habit of introspection that has resulted, over and over again in an acknowledgment of a teacher's possible agency in these dark days of school-life. Our highest virtues of earnestness and enthusiasm, untempered by calm, all-sided views of the whole situation, may cause our worst defeat. It is quite possible to go into the school-room with an overwrought ambition to accomplish just so much at all hazards, and so communicate the abnormal, overstrained nerve-tension to the mental forces we are seeking to direct as to arouse an unconscious antagonism that is fatal to success. This may not be laid down in textbooks on psychology, but it is a practical chapter in mind-science for all that, learned only by experience, and cannot be ignored.

Perhaps there is no greater cause for the dark days of young, normal-trained teachers than in the inability to work out the ideal plans that had grown to be a part of daily thought. Bristling individualities spring up at every step, and stand like bayonets to prevent an approach. Every child calls for separate tactics, and in the confusion of disappointed hopes the heart sinks, the head is lost, and a mild panic is threatened.

Let me suggest the un wisdom of attempting to force any up-hill course at this juncture. There is too much demoralization to attempt any reorganization of plans on the spot. Turn the attention in another direction, and manage as quietly as possible till the day is over, then think it all out alone, and be quite ready to accept your

part of the blame. Fortunate will you be if it leads you to recognize the hardly learned fact, that you are for the pupils, and not the pupils for you; that your methods must be fitted to the children, and not the children to your methods. Every child's soul, as Holmes tells us, is "a little universe with a sky over him all his own," and it is for the teacher to enter that "little universe" with the humility and respect due one of God's creatures.

But after a fair-minded review of the day, don't pore over it. Look after the repairing of the physical and nervous waste that has been rapidly going on in those trying hours of discomfiture. Go out of doors, and change the whole direction of thought. Looking too long at the wake of a ship is a poor preparation for avoiding future collisions.—*American Teacher*.

Little Things.

The pupil thoroughly knows only that which he knows how to tell reasonably well.

Never allow questions and answers to drag; let them be quick, decisive and full.

Never promise anything unless you are quite certain that you can give what you say.

The teacher's real ability is to be tested only by the advancement of his dull pupils.

The teacher should ascertain the pupil's manner of working and habits of study.

Let the teacher remember that he is a teacher all the time, not merely from nine till four.

To make others true, you must be true yourself; to make others wise, you must be wise.

Remember that one book thoroughly digested is better than twenty quickly hurried through.

The teacher must love his work, and feel that it merits his entire attention and best efforts.

If you wish to exert a strong influence over your pupils, let your words be few and well chosen.

That should be done first which children can do best, and the best thing is usually the easiest.

Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.

The earnest, progressive teacher will be successful, even if the surroundings are not what they should be.

Make your boys feel that their future success in business depends on their doing their work well in the present.

On no account allow your pupils to do at one time what you have forbidden under the same circumstances at another.

If you notice your pupils unusually restless and inattentive, allow them to spend a minute in some simple physical exercise.

The teacher must know the laws of mind, as the machinist the laws of mechanics, the chemist the laws of affinity, the master sailor the laws of navigation.

Your chief business is to make pupils think, not to think for them; to make them talk, not to talk for them; to draw out their powers, not to display your own.

Have occasional pronunciation tests. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable earnest pupils to consult the dictionary.—*Our Country and Village Schools*.

Rothschild's *Maxims*.

According to George Francis Train, the late Baron Rothschild had the following excellent maxims framed on his bank wall:

Attend carefully to the details of your business.

Be prompt in all things.

Consider well; then decide positively.

Dare to do right. Fear to do wrong.

Endure trials patiently.

Fight life's battles bravely, manfully.

Go not in the society of the vicious.

Hold integrity sacred.

Injure not another's reputation or business.

Join hands only with the virtuous.

Keep your mind free from evil thoughts.

Lie not for any consideration.

Make few acquaintances.

Observe good manners.

Pay your debts promptly.

Question not the veracity of a friend.

Respect the counsel of your parents.

Sacrifice money rather than principle.
Touch not, taste not, handle not intoxicating drinks.
Use your leisure time for improvement.
Venture not upon the threshold of wrong.
Watch carefully over your passions.
Extend to every one a kindly salutation.
Yield not to discouragements.
Zealously labor for the right.
And success is certain.

TRAINING THE WILL.—Rev. Philip S. Moxom, in an article in the Michigan *Christian Herald*, sets forth some discriminating views as concerns a true education. He rightly maintains that it must underlie moral training and development. It is among other things urged:

"An essential element of education, and one whose importance is seldom clearly perceived, is the development and training of the will. But few distinctly realize that there is no more important part of education than the developing and right directing of will. No education is equal to the requirements of life if it has not secured decision of character, courage, self-control and perseverance. The will is the chief executive in the republic of faculties. If it is fit to rule, because it has been tempered and disciplined in righteousness, it unifies the whole nature and makes it strong, harmonious and efficient. Will has been called 'the spinal column of personality.' It is also the central stay of character."

No department of education is more essential to the highest well-being of the rising generation, now in the formative period, than that which relates to the ethics of life. The fundamental principles which regulate human conduct should be clearly taught and practically illustrated in our schools. The pressing want of our age is a positive improvement in the manners and habits of the young. We have reached an epoch in our educational work that too much ignores the courtesies and amenities of polished and refined life. Any culture that fails to bring out the obligations and relations that are due to superiors in age and experience, in their fullness and beauty, is incomplete and unsatisfactory in its scope and aim. It is important to know how to behave towards others, so as to secure the respect and confidence of the wise and good with whom we come in contact.

SUMMER READING.—Every one who has given any attention to the matter, must have been struck with the amount of time and money annually wasted on the literary trash that goes by the name of Summer reading. During the warm months, when everybody takes more or less of a vacation, a rest from all unnecessary effort and exertion, light literature is indulged in to a greater extent, probably, than during all the other months of the year put together. And there are not a few people who do almost their only reading in the months of Summer relaxation; they are “too busy” the rest of the year to read anything. Now the indulgence in light literature at this season is not what we object to. It is perfectly right and proper. The mind needs recreation as well as the body. But light literature is not necessarily trashy—just as little as recreation must consist of dissipation.

It is the common failure to make this obvious distinction that leads to most of the waste of time and money referred to. And if this were the only waste, we would, perhaps, not speak of it here. Far more lamentable and dangerous is the spiritual waste involved, the loss of intellectual strength, the moral depravity and hopeless injury to the literary taste, which necessarily follow upon the indulgence in unwholesome and inferior literature. There is where much of the ordinary careless Summer reading does such incalculable and deplorable harm to the minds, morals and habits of thousands. And quite unnecessarily. There is plenty of light literature, of the most wholesome kind, published in these days, the reading of which is genuinely pleasant recreation, without being debilitating, is thoroughly interesting and entertaining and yet highly instructive at the same time, mentally and morally exhilarating, purifying, invigorating.—*Pennsylvania School Journal.*

VALUE OF NORMAL TRAINING.—All competent authorities agree in the opinion that a course of special training in the theory and practice of teaching should be insisted upon as a prerequisite to the occupation of teaching. In no department of school economy is there a greater waste of the public money than in the employment of untrained teachers. No doubt very talented young ladies, with only a high school education, often do well, but with an added normal training they would do much better. My own experience and observation in the direction and supervision of normal schools, of all the different descriptions known among us, and of city schools, lead

me to conclude that, during the first years of service the trained teacher is worth about twice as much as the teacher who has had no professional training. No city can afford to employ untrained teachers. Limited advantages of training are better than none, and, as has been shown, the advantages of the rudimentary type of the normal school are easily within the reach of every city. This being the fact, it is not easy to see why our cities have not more generally availed themselves of these advantages. It appears by the latest Report of the Commissioner of Education that the whole number of cities reported in 1882 as having schools or departments for normal training was only twenty-one. The actual number was, perhaps, somewhat larger than this; but, all told, it is a small minority of the whole number.—*J. D. Philbrick, LL.D.*

To sum up briefly, What, then, are the elements of success in mind-guiding?

First: Character in the teacher. Practice is better than precept.

Second: The ability to lead rather than the power to drive. One volunteer is better than ten pressed men.

Third: A high ideal. Recollect the quaint apophthegm of Josh Billings: "He who undertakes to jump a mile at least makes a good bid."

Fourth: Indomitable pluck and perseverance. Never despair. Mind can be moulded in spite of adverse circumstances.

Fifth: Tact; which will animate five hundred pupils with but one mind.

Finally: Be truthful, industrious, frank, cheerful, honest, and thoroughly in earnest, and the child, the imitator, *must follow* the type, the imitated.—*A. H. Morrison, Canada.*

Book Notices.

CÆSAR'S GALLIC WAR. Seven Books. Edited by J. H. & W. F. Allen and J. B. Greenough. Revised with Notes and Dissertations, fully illustrated, on Cæsar's Gallic Campaigns and the Roman Military Art, by H. P. Judson, Prof. of Hist. Univ. Minn. Boston: Ginn & Co. 1885. Mailing price \$1.40.

The aim of the authors in this edition of Cæsar has been to enable the student to put before his mind, as he reads each sentence, the same picture which that sentence suggested to the intelligent Roman reader. To do this, special pains have been taken to give a clear idea of the Roman military organization, since the Commentaries are simply a military history. It is attempted to give, in the light of the latest scholar-

ship, a picture of the Roman soldier of Caesar—his dress, his arms, his food. The tactics of the legion are studied, and their evolutions on the march and in battle and their life and work in camp are exhibited. These notes are carefully prepared and are valuable. Numerous illustrations give point and clearness to the verbal descriptions. The vocabulary has been prepared with the skill and care characteristic of Prof. Greenough. The entire book shows careful and scholarly work. The first edition has been in satisfactory use a number of years—the additions and improvements in the present edition add much to its value.

THE OFFICES OF CICERO, with an Introductory Essay and Commentary. By Austin Stickney, A. M., formerly Prof. of Latin in Trinity College, Hartford, Conn. New York: Harper & Bros. 1885.

Cicero was a diligent student of the Greek Philosophy. Of a series of books written on the subject this deals with practical morals. The favor with which it has always been regarded and its intrinsic value make a satisfactory edition very desirable. The special advantages of the present edition are a carefully prepared introductory essay, discussing briefly the systems of philosophy and Cicero's relation to them, a full analysis of the contents of each book, helpful and judicious notes, and a critical appendix giving the principal variations in the text. The volume belongs to "Harper's New Classical Series" and in paper, binding, type, &c., fully maintains the high standard of this veteran house.

For Sale by West, Johnston & Co., 911 Main Street.

NEW HIGH SCHOOL MUSIC READER FOR THE USE OF MIXED AND BOYS' HIGH SCHOOLS. By Julius Eichberg, Director of Musical Instruction in the Boston Public Schools. Boston: Ginn & Co., 1885. Price for introduction 94 cents.

Mr. Eichberg has had the experience of eighteen years in teaching music in the Boston Public Schools. This book is adapted to meet the difficulties which he has found in his instruction. It is especially suited for boys, and the parts have been so arranged as to require a very limited compass of voice. The music is well adapted to the object proposed, and is made up of a number of new pieces intermingled with many of the old favorites.

HAPPY MOMENTS! For Public Schools, Seminaries, Normal Schools, and Juvenile Classes. Containing the Author's Improved Plan of Teaching Sight Reading, and a Rare Collection of Secular and Sacred Songs for the School-Room, Concerts, &c. By S. W. Straub. Chicago: S. W. Straub. Price 50 cents.

The author has been at great pains to prepare a book that shall meet the wants of the school-room. Many songs will be found in it calculated to add to the *happy moments* of school life. In arranging the book the author has carefully aimed to secure beauty of melody from the children's standpoint, tunes that express the sentiment and that will not go too high for the safety of children's voices. He seems to have succeeded excellently.

THE SONG BUDGET. A Collection of Songs and Music for Schools and Educational Gatherings. Combined by E. V. DeGraff, A. M. 4to, pp. 76. Syracuse, N. Y.: C. W. Bardeen. 15 cts.

A hundred thousand copies is a good many, and indicates a wide and lasting popu-

larity. For the third time entirely new plates have been provided, and this little favorite is now as handsome in form as it has always been found attractive in matter. Its large sale is partly due to its use in institutes, where its cheapness and familiar character of the music make it particularly available.

CHAPTERS ON PLANT LIFE. By Sophie Bledsoe Herrick. Illustrated. New York: Harper & Bros. 1885. Price \$1.

The author has presented in very simple and very pleasing form some of the more common principles of botany. She has so presented her ideas as to make them intelligible to little learners and to maintain a constant interest. The child is introduced into a new and beautiful world heretofore unknown, through which he has been passing all his life. The children cannot fail to like it; and they may thus be introduced into an unfailing field of delight. The externals of the book are worthy of its internal simplicity and beauty.

For Sale by Randolph & English, 1302 Main Street.

UNDER THE OLD ELM AND OTHER POEMS. By James Russell Lowell. With Notes and Biographical Sketch. Boston: Houghton, Mifflin & Co. Price 15 cents.

This is No. 15 of excellent Riverside Literature Series, published by this firm—a happy conceit to make the best literature accessible to even the humblest reader.

For Sale by West, Johnston & Co., 911 Main Street.

THE READING CLUB AND HANDY SPEAKER; Being Serious, Humorous, Pathetic, Patriotic, and Dramatic Selections in Prose and Poetry for Readings and Recitations. Edited by Geo. M. Baker. No. 14. Boston: Lee & Shepard. Price, 15 cents.

The popularity of the series to which this volume belongs will not be dimmed by its appearance. The author seems to have made a judicious selection of pieces exhibiting sufficient variety to please all tastes. For sale by Randolph & English, 1302 Main street.

EDITORIAL PARAGRAPHS.

Nos. 1 and 2 of the Circulars of Information, published by the Bureau of Education, are exceedingly valuable documents. No. 1 is a discussion of *City School Systems in the United States*, by John D. Philbrick, LL.D. No man better fitted by education, study and experience, could have been selected to undertake this discussion. In recommending it for publication, General Eaton says: "I know of no more valuable study of city systems of public instruction than that presented in the following pages." It treats of every phase of public school education and related subjects. It presents the mature conclusions of an experienced man after a careful study and comparison of all the city systems, and is a most valuable guide in securing thorough information on this subject.

No. 2 is a discussion of *Teachers' Institutes*, by Hon. J. H. Smart, formerly Superintendent of Public Instruction in Indiana, and now President of Perdue University. Mr. Stuart has been especially efficient in promoting the interests of Institute work

and in conducting Institutes. The following heads will indicate the scope of his discussion : Teachers' Institutes and the Public Schools ; The Relation of Teachers' Institutes to Normal Schools ; Statistical Tables and Memoranda respecting Teachers' Institutes ; Peabody Institutes in the South ; County Institutes in Michigan, Indiana, West Virginia, Illinois and Massachusetts. Special prominence is given to the Peabody Normals in the South, and the reports are copied in full. It presents, in the most accessible form, the most valuable information in reference to these important educational factors.

Publishers' Notes.

—Messrs. Ginn & Co., Boston, announce the early publication of the following books : *Outlines of Mediæval and Modern History*, by P. V. N. Myers, A. M. ; *The Elements of Chemistry*, Descriptive and Qualitative, by Jas. H. Shepard, Ypsilanti High School, Mich. ; *Elements of Coördinate Geometry*, by Prof. W. B. Smith, Centre College, Mo. ; and *First Step in Latin*, by R. F. Leighton, Ph. D.

—Messrs. Funk & Wagnalls have in press for issue in a few days "*What the Temperance Century has made Certain*," by Rev. W. F. Crafts, which will give in compact and inexpensive form the facts and lessons of the first century of the temperance conflict just closing. Price in paper 50 cents, in cloth \$1.00.

Also *The Wit of Women*, by Miss Kate Sanborn. Price \$1.50.

—Mr. D. C. Heath, late of the firm of Ginn, Heath & Co., Boston, has dissolved his connection with that house and has established a new one at 3 Tremont Temple, under the style of D. C. Heath & Co. He publishes a fine line of books and promises to serve in every honorable way the interests of authors, teachers, schools and booksellers.

Messrs. Ginn & Co., Boston, announce the early publication of *Stories for Kindergarten and Primary Schools* and *Studies in General History*, 1000, B. C., to 1880, A. D. *An Application of the Scientific Method to the Teachings of History*, by Mary D. Sheldon, Teacher of History in Oswego Normal School.

Pease's Singing Book, by F. H. Pease, of Ypsilanti, Mich.

ANNOUNCEMENT.—Townsend McCown announces as ready in September an edition of *Labberton's Historical Atlas, with Text* and thirty additional English Maps. This is for those who wish to use these celebrated maps but cannot purchase two books. The text will be a concise but interesting general history well adapted for class use ; a course of twelve to fourteen weeks.

The Magazines.

THE SOUTHERN BIVOUC for August, will be a "Battle Number." J. M. Wright contributes an article entitled "A Glimpse of Perryville." A. P. Ford describes the "Last Battles of Hardee's Corps." Samuel Seay gives "A Private's Recollection of Stone River." Major Saunders, in his papers on "Hood's Campaign" reaches Nashville and describes that great battle. His article will be accompanied by a colored map of the battlefield, and portraits of Generals Thomas, Hood, S. D. Lee, T. J. Wood, H. D. Clayton, and E. H. Pettus. "Bragg's Campaign in Kentucky in 1862" is described by Basil W. Duke, from the Confederate standpoint, and by General C. C. Gilbert, of the Federal Army.

POPULAR SCIENCE MONTHLY for August.—Contents: Concerning the Suppressed Book, by Edward L. Youmans; Genius and Insanity, by James Sully; An Experiment in Primary Education, I, by Dr. Mary Putnam Jacob; On Leaves, II, by Sir John Lubbock, illustrated; The Future of National Banking; The Mechanics of Hinging; Diet in Relation to Age and Activity; Building and Ornamental Stones of the United States; The Darwin Memorial, Addresses of Professor Huxley and the Prince of Wales; Modern Bronzes; Measures of Vital Tensity; Curiosities of Time-Reckoning; Sketch of M. Chevreul, with portrait; Editor's Table: The New Tyndall Scholarships—Officialism in Education—Curious Excuses for War; Literary Notices; Popular Miscellany; Notes.

THE ATLANTIC MONTHLY for August.—Contents: The New Portfolio, XIV-XVI, Oliver Wendell Holmes; The Port Royal of Mère Angélique Maria Ellery MacKaye; A Country Gentleman, XXIV-XXVI, M. O. W. Oliphant; A Nocturn, Edith M. Thomas; On Horseback, II, Charles Dudley Warner; Should a College Educate? E. R. Sill; Hermione, I, The Lost Magic, II, Influences, III, The Dead Letter, IV, The Song in the Night, Andrew Hedbrook; A Stranger in the City, P. Deming; An Interlude; Miss Ingelow and Mrs. Walford, Harriet Waters Preston; The Constant Friend, Katharine Wright; The Prophet of the Great Smoky Mountains, XV, Charles Egbert Craddock; The Story of San Tszun, Wong Chin Foo; Two Anniversary After-Dinner Poems, I, Harvard Commencement, June 24, 1885, to James Russell Lowell—II, At the Dinner of the B. K. Society—To the Poets who only Listen, Oliver Wendell Holmes; Ormsby's Don Quixote; Stepanak and Russia; Marius the Epicurean; Literary London; The Contributors' Club; Books of the Month.

THE AUGUST CENTURY.—The Midsummer Holiday Number of the Century opens with a lively, anecdotal account of life at "Camp Grindstone," the summer meeting place, for games and races, of the American Canoe Association, in the Thousand Islands. It is profusely illustrated. W. D. Howells, in his picturesque series on Italian cities, writes of his walks through Siena.

A portrait of William Lloyd Garrison, is the frontispiece of the number; there is also an interesting group portrait of Garrison, Wendell Phillips, and George Thompson.

The fiction of the number embraces "A Story with a Hero," the concluding part of "Stilas Lapham," and the seventh part of "The Bostonians."

The August contribution to The Century War Series besides Mrs. Burton Harrison's recollections of "A Virginia Girl in the First Year of the War," which has a story interest also in its picture of Southern ways, and its amusing anecdotes of civilian life in camp, contains papers by General Fitz John Porter on Malvern Hill—"The Last of the Seven Days' Battles," and another chapter from the "Recollections of a Private"; both being illustrated.

ST NICHOLAS for August.—Contents: Frontispiece, "Little Dame Fortune;" Little Dame Fortune, illustrated; A String of Birds' Eggs, poem; A "Constitutional," on the Beach, picture; Coasting in August; The Harvest Moon, picture; The Little Stamp-Collector, verses; Mrs. Grimalkin and the Little Grimalkin, picture; Personally Conducted, Little Pisa and Great Rome, four illustrations, Frank R. Stockton; Up goes the Eagle! picture; A Pleasant Walk, illustrated; The Unlucky Urchin, jingle; Sheep or Silver? chapters V, VI, five illustrations; The Reign of the Roller-Skate, a page of pictures; Driven Back to Eden, chapter VII, E. P. Roe, two illustrations; What the Flowers Said, verses; The King Drinks, picture; From Bach to Wagner, V, Beethoven; The Brownies at the Sea-Side, poem, Palmer Cox, four illustrations; His One Fault, chapters XXV, XXVI, J. T. Trowbridge; The Japanese Creeping Baby verses; Ready for Business, III, A Housebuilder; The Great Blue Heron, poem, Celia Thaxter, illustrative head-piece; Among the Law-Makers, continued, two illustrations; A Water Museum, illustrative head-piece; The Children of the Cold, VI, three illustrations; For Very Little Folk, illustrated, The Long Train; Jack-in-the-Pulpit, illustrated; The Letter-Box; The Agassiz Association, illustrated; The Riddle-Box, illustrated; Cartoons for Children.

THE JOURNAL OF SPECULATIVE PHILOSOPHY for January, 1885.—Contents: Bradley's Principles of Logic, S. W. Dyde; Platonism and its Relation to Modern Thought, L. J. Block; Henry James, The Seer, C. Lockland; Dante's Purgatorio Susan E. Blow; The Human Form Systematically Outlined and Explained, W. H. Kimball; Hume and Kant, G. H. Howison; Notes and Discussions.

EDUCATION for July-August.—Contents: The Preparatory Schools and the Modern Languages Equivalent for the Greek, Charles E. Fay, A. M.; Olympia Fulvia Morata, H. L. Bartlett; Training of Teachers, Iola Rouse; Inspiration and Naturalism in Dramatic Art, Henry Irving; Froebel's Principle's in Primary Schools, W. N. Hallman; Manual Training in General Education, C. M. Woodward, Ph. D.; Methods of Classical Instruction, A. C. Richardson, A. M.; Industrial Education and the Colored People, Wm. Preston Johnston, LL.D.; Two Great English Educational Societies, Wm. Solsman; Foreign Notes.

THE NORTH AMERICAN REVIEW for August.—Contents: Can Cholera be Averted? Drs. J. B. Hamilton, J. H. Ranch, J. C. Peters, H. C. Wood and Ch. A. Leale; The Animal Soul, Dr. Felix L. Oswald; A Profane View of the Sanctum, M. S. Savage; Temperance Reform Statistics, Prof. W. J. Beecher; The Price of Gas, C. H. Botsford; The Spoilation of the Public Lands, G. W. Julian; Comments.

OUR LITTLE ONES AND THE NURSERY for August has been received and is fully up to the usual high standard.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Peabody Normals.

These schools, which, with the exception of a few incidental expenses, have been run with funds furnished by Hon. J. L. M. Curry, agent of the Peabody Education Fund, have all closed, and never in the history of Virginia has so much good been accomplished with so little money.

Staunton, Fredericksburg, Marion and Danville, the towns at which the institutes were held, met all the incidental expenses of the same.

The following statement shows the enrolment of teachers and the cost of each normal to the Peabody Fund :

Name of Town.	Length of Session in Days.	TEACHERS ENROLLED.		Total.	Total Cost to Peabody Fund.	
		Male.	Female.			
Staunton.....	25	130	518	648	\$491 26	Total amount received from Peabody Fund \$2,000
Fredericksb'g.	24	70	186	256	462 27	
Marion.....	25	151	144	295	492 27	
Danville.....	24	89	86	175	563 00	
Total...		440	934	1,374	\$2,008 80	

In arranging for the normals we were compelled to distribute the small amount of money at our disposal upon the assumption that the attendance upon them would be about equal in numbers, which accounts for the seeming inconsistency of giving the same amount of money for an institute with a small number of teachers enrolled that is allowed for one with a large number, and proves that the only way we can get the full benefit of the means at our disposal is to have *large institutes*.

The Staunton Normal, which was conducted by Prof. Winston, was

the largest institute that has ever been held in Virginia; and exceeds by nearly two hundred the one held at the University of Virginia in 1880.

The conductors have all made their reports; they are interesting and valuable, and will be published in the next annual report of this Department. We regret that our limited space prevents giving them in the JOURNAL.

We desire to return our personal thanks to the citizens of Staunton, Fredericksburg, Marion and Danville for the hospitality extended to the teachers during their stay among them, and to the faculties, the superintendents and local committees, in charge of the respective normals, for the active and effective work done by them.

Each normal was a *complete* success, and the aggregate work done this year in educating our teachers, marks an epoch in the school history of Virginia, and demonstrates that, if our Legislature will furnish the means, it is possible to enroll each year more than half of our teachers in normals.

School District Not Entitled to Funds Until Provision is Made for School-Houses, &c.

[Extracts from School Law.]

SEC. 103. No school district shall receive any part of the funds unless it has made provision for school-houses, furniture, apparatus, text-books for indigent children, and all other means and appliances needful for the successful operation of the schools.

When State Funds to be Paid for School Purposes.

SEC. 104. No State money shall be paid for a public free school in any school district, until there is filed with the county superintendent a written statement, signed by the chairman and clerk of the board of district school trustees, testifying that the school has been kept in operation for five months during the current school year, or that arrangements have been made which will secure the keeping it in operation that length of time: provided, that in case of the unavoidable discontinuance of a school before the expiration of the time required, the Board of Education shall be allowed to relax the requirements of this section, and to decide the case on its merits.

We desire to *again* call the attention of Superintendents to these sections and their requirements, and to say that they must be enforced.

We are surprised to find from the annual reports of Superintendents for the year ending the 31st of July, 1885—now being re-

ceived at this office—that in some school districts, and even in whole counties, this law has been grossly violated, especially in reference to the length of session. The law says: “That no State money shall be paid for a public free school in any school district until there is filed with the County Superintendent a written statement *signed* by the chairman and clerk of the District Board of Trustees, testifying that the school has been kept in operation for five months during the current school year, or that arrangements have been made which will secure the keeping it in operation that length of time.” It is the duty of the Superintendents to require every district board to file with him this certificate before the law allows *him* to apportion one cent of the State money to the district. And yet, in face of the law, we find that some Superintendents report an average school session of *less than* four months. In one county especially (name withheld because there may be others, and we want to report them all together) we find that the average length of session was only 3.33 months. In this county there were enrolled 1,085 children, with an average daily attendance of 788, with 33 schools, and the treasurer reports teachers all paid for the session of 3.33 months, with a balance of \$498 *on hand*.

We don't see how there could be a balance when the schools were not run according to *law*; \$498 would have extended the time to *four* months at least, and that would have helped some, though they would still have been below the legal requirement.

No school that has a session of less than five months can receive any public money, and Superintendents who allow this law to be violated lay themselves liable to prosecution.

The Board of Education has ordered \$166,000 to be apportioned to the cities and counties for the pay of teachers for the school year commencing August 1st, 1885, and the secretary is directed to withhold the amounts apportioned from those counties whose reports show that the average session of the schools in any district has been less than five months, until the Superintendents report that the *section* quoted has been *complied with*.

In arranging for the schools for the present year, it will be well for all school officers to see that no more schools are opened than can be run—with the *funds* which ought to be received—for at least five months.

Small schools are expensive and cannot be afforded with our present revenue. See that your schools are located so as to secure a good average.

Virginia Normal and Collegiate Institute.

The Summer session of this institution, for the benefit of colored teachers and those who expect to teach, has closed its term of eight weeks. Over 140 teachers were enrolled. The instruction was conducted by Principal James Storum, assisted by the regular faculty, and was very successful. This enrolment, with the 175 at Danville, makes 315 colored teachers under instruction this Summer—the largest number that was ever enrolled in one Summer before.

Applicants for Peabody Scholarships.

At the Staunton Normal the following class was examined : F. J. Best, Frederick ; Miss Mattie W. Coulling, Richmond ; G. W. Crist, Rockingham ; W. P. Earnest, Charlotte ; C. H. Gilkerson, Augusta ; Miss Byrdie Lee Hill, Richmond ; Miss Bertie P. Lackey, Rockbridge ; W. H. Landers, Warren ; Miss O. C. Lewis, Fluvanna ; A. G. Parr, Culpeper ; George R. Root, Augusta ; W. A. Snead, Augusta ; Miss Jennie Weston, Charlotte.

Scholarships have been awarded to this class as follows : A. G. Parr, whose average grade is 83.45 ; Miss Byrdie Lee Hill, average grade 80.54 ; and Miss Mattie W. Coulling, average grade 80.72.

At the Fredericksburg Normal the class consisted of J. Willard Brister, Petersburg, whose average grade is 93.75 ; Miss Mattie H. Chapman, Fairfax, average grade 98.33 ; Miss Fannie B. Stoneham, Accomac, average grade 96.66 ; Philip M. Tyler, Accomac, average grade 96. Scholarships have been awarded to each of these.

At the Marion Normal the following were examined : A. A. Cannaday, Floyd ; Samuel N. Hurst, Pulaski, Jno. J. Owen, Pulaski ; and J. H. Black, Washington.

A scholarship was awarded A. A. Cannaday, whose average grade is 83.88.

One more scholarship is yet to be awarded. This will be done as soon as report is received from Superintendent W. W. Logan, who has charge of a special examination of an applicant in Shenandoah county.

School Work for Year Ending July 31st, 1885.

We received up to the 31st of August annual reports from eighty counties and cities as follows : Accomac, Alexandria, Alexandria city,

Alleghany, Amelia, Amherst, Appomattox, Augusta, Bath, Bedford, Bland, Campbell, Caroline, Carroll, Charles City, Clarke, Craig, Culpeper, Cumberland, Danville city, Dinwiddie, Elizabeth City county, Fairfax, Floyd, Fluvanna, Frederick, Fredericksburg, Grayson, Greene, Greenville, Halifax, Hanover, Henrico, Highland, Isle of Wight, James City county, King George, King William, Lancaster, Lee, Loudoun, Louisa, Lynchburg city, Madison, Manchester city, Mecklenburg, Middlesex, Nansemond, Nelson, Norfolk county, Norfolk city, Northampton, Orange, Page, Patrick, Pittsylvania, Portsmouth city, Powhatan, Prince Edward, Prince George, Princess Anne, Prince William, Rappahannock, Richmond county, Richmond city, Roanoke, Rockbridge, Russell, Scott, Southampton, Spotsylvania, Stafford, Staunton city, Surry, Sussex, Washington, Westmoreland, Williamsburg, Wise, York.

By comparing reports of these counties and cities with those of last year from same counties and cities we find a gratifying advance in all the departments of work. The increase in enrolment is *eleven thousand two hundred and eighty-nine*, viz : whites, 6,309, colored, 4,980. Increase in number of schools *one hundred and ninety-nine*, viz : 154 white, and 45 colored. Increase in average attendance *nine thousand two hundred and fifty-eight*, viz : white, 6,077, colored, 3,181.

In regard to enrolment and average attendance the following counties and cities show a decrease in *enrolment*, but an increase in *average attendance* : Alexandria city, Alexandria county, Danville district, Dinwiddie, Grayson, Roanoke, Southampton, Spotsylvania, • Stafford and Sussex.

The following show an increased *enrolment*, but decreased *average attendance* : Augusta, Culpeper, Highland, King George, Lancaster, Madison, Manchester, Orange, Prince George, Surry and Wise.

The following show a decrease both in enrolment and average attendance : Greenville, Highland and Louisa.

In all the other counties and cities reported there is an increase in both enrolment and daily attendance.

The following counties and cities report the same number of schools as last year, viz : Alexandria city, Alexandria county, Charles City, Elizabeth City, Greene, James City, King George, Lancaster, Madison, Manchester, Northampton and Stafford.

The following show a decreased number of schools : Grayson, 4 ; Greenville, 8 ; Halifax, 9 ; Louisa, 5 ; Middlesex, 1 ; Nansemond,

2; Prince George, 1; Prince William, 1; Princess Anne, 2; Richmond county, 4; Russell, 1; Southampton, 1; Sussex, 4; York, 1.

Those reporting an increase are: Accomac, 4; Alleghany, 5; Amelia, 5; Amherst, 9; Appomattox, 2; Augusta, 22; Bath, 2; Bedford, 8; Bland, 7; Campbell, 6; Caroline, 3; Carroll, 2; Clarke, 4; Craig, 5; Culpeper, 1; Cumberland, 5; Danville, 3; Danville district, 8; Dinwiddie, 3; Fairfax, 3; Floyd, 6; Fluvanna, 3; Frederick, 2; Fredericksburg, 1; Hanover, 6; Henrico, 1; Highland, 1; Isle of Wight, 12; King William, 2; Lee, 2; Loudoun, 4; Lynchburg, 3; Mecklenburg, 8; Nelson, 2; Norfolk city, 2; Norfolk county, 3; Orange, 5; Page, 3; Patrick, 9; Pittsylvania, 5; Portsmouth, 3; Powhatan, 2; Prince Edward, 3; Rappahannock, 1; Richmond city, 3; Roanoke, 2; Rockbridge, 8; Scott, 9; Spotsylvania, 5; Staunton, 1; Surry, 1; Washington, 10; Westmoreland, 2; Wise, 5; Williamsburg, 1.

Two hundred and twenty-nine school houses were built in the counties reported.

It is very evident from the above, that when the reports from the remaining thirty-one counties and cities are received, and results for the whole state compiled, that a steady and thrifty growth will be manifest in our public school system for the year just closed.

Census of School Children.

We have received the returns of school census from the following counties and cities, which, compared with the census taken in 1880, show as follows:

Alexandria City—White, 2,885, colored, 1,961; total, 4,846. *Increase*—White, 119, colored, 145; total, 264.

Alexandria County—White, 631, colored, 837; total, 1,441. *Increase*—White, 129, colored 91; total, 220.

Amelia—White, 1,076, colored, 3,404; total, 4,480. *Increase*—White, 67, colored, 304; total, 371.

Appomattox—White, 1,547; colored, 1,982; total, 3,529. *Decrease*—White, 310, colored, 32; total, 342.

Clarke—White, 2,009, colored, 1,012; total, 3,021. *Increase*—White, 161, colored, 71; total, 232.

Craig—White, 1,445, colored, 93. *Increase*—White, 164, colored, 12; total, 176.

Culpeper—White, 2,496, colored, 2,995; total, 5,491. *Increase*—White, 117, colored, 354; total, 471.

Caroline—White, 2,681, colored, 4,613; total, 7,294. *Increase*—White, 96, colored, 718; total, 814.

Carroll—White, 5,724, colored, 183, total, 5,907. *Increase*—White, 754, colored, 52; total, 806.

Danville—White, 1,245, colored, 1,815, total, 3,060. *Increase*—White, 316, colored, 618; total, 934.

Danville District—White, 3,963, colored, 5,505; total, 9,468. *Increase*—White, 820, colored, 1,226; total, 2,046.

Elizabeth City—White, 1,214, colored, 2,381; total, 3,595. *Increase*—White, 239, colored, 41; total, 280.

Fredericksburg—White, 985, colored, 605; total, 1,590. *Increase*—White, 48, colored, 208; total, 256.

Floyd—White, 5,286, colored, 564; total, 5,850. *Increase*—White, 659, colored, 49; total, 708.

Henry—White, 3,958, colored, 3,531; total, 7,489. *Increase*—White, 758, colored, 291; total, 1,049.

Manchester—White, 1,650, colored, 955; total, 2,515. *Increase*—White, 446, colored, 279; total, 725.

Norfolk City—White, 3,725, colored, 3,455; total, 7,180. *Increase*—White, 49, colored, 436; total, 485.

Patrick—White, 4,386, colored, 1,067; total, 5,453. *Increase*—White, 577, colored, 76; total, 653.

Princess Anne—White, 1,906, colored, 1,999; total, 3,905. *Increase*—White, 275, colored, 403; total, 678.

Richmond City—White, 12,725, colored, 8,954; total, 21,679. *Increase*—White, 25, colored, 168; total, 193.

Rockbridge—White, 5,944, colored, 2,247; total, 8,191. *Increase*—White, 696, colored, 178; total, 874.

Williamsburg—White, 220, colored, 224; total, 444. *Increase*—White, 52, colored, 34; total, 86.

Net increase in above cities and counties—White, 6,257, colored, 5,733; total, 11,990.

Alexandria city was the first point in the State to file returns at the Central office. They were received August 5th. Thanks to the promptness of the Superintendent, W. F. Carne, and clerk of the City School Board, Hubert Snowden, Esq.

Who Ought to be Selected as Substitute Teachers?

Manifestly the very *best teachers* in the city or county desiring the service of such assistants. When a teacher is required to take

charge of a school for a day or week, during the absence of the regular teacher, it requires rare talent on the part of the substitute to keep the school up to its regular work. Can a new and inexperienced teacher do this?

Just Think of It!

One thousand five hundred and fourteen teachers under instruction in Virginia this Summer. Tell your delegates in the Legislature about it *next winter*, and *insist that* the State *must* make provision to educate her *teachers*. It is a shame that we have to depend upon the Peabody Trustees for all that is done.

Substitute Teachers.

Remember that no one can take charge of a public free school as a substitute unless he or she holds the Superintendent's certificate in full force. The Board of Education will provide a regulation governing the employment of substitutes in the counties.

County Institutes.

It is a good plan for Superintendents to arrange to hold their county institutes at the beginning of the school term. Teachers and officers can there become acquainted, and lay their plans for *effective work*.

Notice.

We take pleasure in calling the attention of Superintendents and Trustees to the following notices, and feel sure that the ladies will give satisfaction should their services be secured.

MISS MARY J. JESSE, formerly Principal of Farnham, Richmond County Graded School, desires a situation in the public schools.

Address her,

LITWALTER,

Lancaster county, Virginia.

A YOUNG LADY, graduate of the Manchester Public School, with experience, wishes a situation in a school for ensuing session.

Address,

Miss "A.,"

Manchester, Va.

[CIRCULAR NO. 477.]

OFFICE SUPERINTENDENT PUBLIC INSTRUCTION,

RICHMOND, VA., Sept. 1st, 1885.

To County and City Superintendents,

and County and City Treasurers:

The following apportionment is at the rate of 30 cents per head of school population, and consists of the \$100,000 of the sale of the Atlantic, Mississippi and Ohio Railroad, ordered to be applied to the arrearage due the public free schools by an act entitled an act to return to the public free schools a *portion* of the money *diverted* therefrom, approved April 21st, 1882, and the accumulation from the amount paid in by the Auditor under the provisions of the law to pay to public free schools the money set apart by the Constitution, as by act approved March 6th, 1882. The two sums amounting to \$166,999.50—less \$2,456.31, amount deducted on account of balances reported on hand in the several counties.

This table shows the school population and the amounts apportioned:

COUNTY OR CITY.	School Population.	Amount Apportioned.	Balance of State Funds on hand (less amount reported as due teachers) as per report of Superintendent for 1884, deducted.	Amount for which warrant is to be drawn on Second Auditor.
Accomac	8,702	\$2,610 60	.....	\$2,610 60
Albemarle	12,570	3,771 00	.....	3,771 00
Alexandria city	4,582	1,374 60	.....	1,374 60
Alexandria county	1,248	374 40	.....	374 40
Alleghany	1,840	552 00	.....	552 00
Amelia	4,109	1,232 70	6 65	1,226 05
Amherst	6,870	2,061 00	.....	2,061 00
Appomattox	3,871	1,161 30	2 00	1,159 30
Augusta	10,423	3,126 90	26 02	3,100 88
Staunton	1,647	494 10	.....	494 10
Bath	1,666	499 80	.....	499 80
Bedford	11,420	3,426 00	677 07	2,748 93
Bland	1,895	568 50	.....	568 50
Botetourt	5,104	1,531 20	.....	1,531 20
Brunswick	6,397	1,919 10	.....	1,919 10
Buchanan	2,236	670 80	.....	670 80
Buckingham	6,436	1,930 80	.....	1,930 80
Campbell	7,313	2,193 90	.....	2,193 90
Caroline	6,480	1,944 00	18 67	1,925 33
Carroll	5,101	1,530 30	.....	1,530 30
Charles City	2,078	623 40	.....	623 40
Charlotte	6,826	2,047 80	.....	2,047 80
Chesterfield	6,504	1,951 20	.....	1,951 20
Manchester	1,880	564 00	.....	564 00
Clarke	2,789	836 70	.....	836 70
Craig	1,386	415 80	.....	415 80
Culpeper	5,020	1,506 00	.....	1,506 00
Cumberland	4,273	1,281 90	.....	1,281 90

COUNTY OR CITY.	School Population	Amount Apportioned.	Balance of State Funds on hand (less amount re- ported as due teachers) as per report of Super- intendent for 1884, deducted.	Amount for which warrant is to be drawn on Second Au- ditor.
Dickenson	1,500	\$ 450 00		\$ 450 00
Dinwiddie	5,283	1,584 90		1,584 90
Elizabeth City	3,315	994 50		994 50
Essex	4,328	1,298 40		1,298 40
Fairfax	5,660	1,698 00		1,698 00
Fauquier	8,514	2,554 20		2,554 20
Floyd	5,142	1,542 60		1,542 60
Fluvanna	4,074	1,222 20		1,222 20
Franklin	9,356	2,806 80		2,806 80
Frederick	4,634	1,390 20		1,390 20
Winchester	1,720	516 00		516 00
Giles	3,565	1,069 50		1,069 50
Gloucester	4,429	1,328 70		1,328 70
Goochland	3,662	1,098 60		1,098 60
Grayson	5,574	1,672 20		1,672 20
Greene	2,215	664 50		664 50
Greensville	3,354	1,006 20		1,006 20
Halifax	13,348	4,004 40		4,004 40
Hanover	7,001	2,100 30		2,100 30
Henrico	5,891	1,767 30		1,767 30
Henry	6,436	1,930 80		1,930 80
Highland	1,860	558 00		558 00
Isle of Wight	3,557	1,067 10		1,067 10
James City	1,355	406 50		406 50
King & Queen	3,753	1,125 90		1,125 90
King George	2,420	726 00		726 00
King William	3,448	1,034 40	33 32	1,001 08
Lancaster	2,322	696 60		696 60
Lee	6,800	2,040 00		2,040 00
Loudoun	8,679	2,603 70		2,603 70
Louisa	7,100	2,130 00		2,130 00
Lunenburg	4,550	1,365 00	287 28	1,077 72
Lynchburg	4,907	1,472 10		1,472 10
Madison	3,777	1,133 10		1,133 10
Mathews	2,516	754 80	218 86	536 94
Mecklenburg	10,035	3,010 50		3,010 50
Middlesex	2,384	715 20	59 97	655 23
Montgomery	6,783	2,034 90		2,034 90
Nansemond	5,336	1,600 80		1,600 80
Nelson	6,199	1,859 70		1,859 70
New Kent	2,027	603 10		608 10
Norfolk city	6,695	2,008 50		2,008 50
Norfolk county	7,850	2,355 00		2,355 00
Northampton	3,339	1,001 70		1,001 70
Northumberland	3,155	946 50		946 50
Nottoway	4,260	1,278 00		1,278 00
Orange	4,978	1,493 40		1,493 40
Page	3,512	1,053 60		1,053 60
Patrick	4,808	1,442 40	173 08	1,269 32
Petersburg	7,203	2,160 90		2,160 90
Pittsylvania	* 16,601	4,980 30	68 38	4,911 92

* Including district of Tunstall, Dan River, and North Danville.

COUNTY OR CITY.	School Population.	Amount Apportioned.	Balance of State Funds on hand (less amount re- ported as due teachers) as per report of Super- intendent for 1884, deducted.	Amount for which warrant is to be drawn on Second Au- ditor.
Danville	2,126	\$ 637 80	82 34	\$ 555 46
Portsmouth.....	3,210	963 00		963 00
Powhatan.....	2,871	861 30		861 30
Prince Edward.....	5,606	1,681 80		1,681 80
Prince George.....	3,104	931 20		931 20
Prince William.....	3,457	1,037 10		1,037 10
Princess Anne.....	3,227	968 10		968 10
Pulaski.....	3,247	974 10		974 10
Rappahannock.....	3,799	1,139 70		1,139 70
Richmond city.....	21,536	6,460 80		6,460 80
Richmond county...	2,843	852 90		852 90
Roanoke.....	5,167	1,550 10		1,550 10
Rockbridge.....	7,317	2,195 10		2,195 10
Rockingham.....	11,148	3,344 40		3,344 40
Russell.....	5,588	1,676 40		1,676 40
Scott.....	7,019	2,105 70		2,105 70
Shenandoah.....	6,505	1,951 50		1,951 50
Smyth.....	4,600	1,380 00		1,380 00
Southampton.....	6,508	1,952 40	7 12	1,945 28
Spotsylvania.....	3,804	1,141 20	676 68	464 52
Fredericksburg...	1,334	400 20		400 20
Stafford.....	2,979	893 70	42 97	850 73
Surry.....	2,271	681 30		681 30
Sussex.....	3,830	1,149 00		1,149 00
Tazewell.....	5,011	1,503 30		1,503 30
Warren.....	2,634	790 20		790 20
Warwick.....	798	239 40		239 40
Washington.....	9,110	2,733 00		2,733 00
Westmoreland.....	3,300	990 00	75 90	914 10
Williamsburg.....	358	107 40		107 40
Wise.....	2,310	693 00		693 00
Wythe.....	5,335	1,600 50		1,600 50
York.....	2,837	851 10		851 10
Totals.....	556,665	\$ 166,999 50	\$2,456 31	\$164,543 19

Section 142, page 63, of School law provides that "At the proper time each county superintendent of schools shall notify the county treasurer, in writing, that the State money apportioned to the county is ready for distribution, whereupon the county treasurer shall forthwith make requisition in due form upon the Second Auditor of the State for the amount specified; and as soon as the money has been received into the county treasury, it shall be the duty of the treasurer to inform the county superintendent, in writing, of the fact."

County treasurers will please observe the following form in drawing the warrants on the Second Auditor:

FORM OF DRAFT.

....., Va.,
 188

To the Second Auditor of Virginia:

Pay to the order of, the sum of dollars and cents, the same being the amount due the county of for public free school purposes according to Apportionment No, published by the Superintendent of Public Instruction, dated, 188..

.....
 County Treasurer of County.

This money is to be used *exclusively* for the *pay of teachers* for the school year commencing August 1st, 1885, and cannot be used for any other purpose. Superintendents and treasurers will see that this requirement is enforced.

Section 150, page 67, of School law, provides that "All sums of money derived from State funds which are unexpended in any year in any public free-school district, shall go into the general school fund of the State for redivision the next year." Several counties report a balance of this fund on hand, and after taking therefrom the amount reported as due teachers, the remainder has been deducted from the amount apportioned to such counties.

A copy of this circular is sent to each county and city superintendent and to each county and city treasurer.

R. R. FARR,

Superintendent of Public Instruction.

Exhibit of School Work at Next Superintendents' Conference.

Superintendents and school officers are reminded that we intend to have a fuller exhibit of school work at our next Conference—which meets on the first Tuesday in next February—than we had at the last one, and we want the active help of *all* to secure this end.

Circulars and papers will be sent out in time. Hon. J. L. M. Curry, Agent of the Peabody Education Fund, has already promised to furnish us material help to conduct the Conference, and will also furnish medals for distribution. Attention is called to this matter early in the school year, because we want to give all a fair chance and to enable superintendents to form suitable plans by which the contributions from their respective schools may be passed upon by them under such regulations as each may adopt, so that none but the *very best* specimens will be forwarded to the Conference. Every county will be required to forward contributions, and we hope that a spirit of emulation may be excited, and that all will do their very best. Please call the attention of your teachers to this matter and let some well-digested plan for the government of county exhibitions be adopted *at once*, and then forward the best work there presented for the Conference exhibit.

County Histories.

Superintendents who have not furnished the histories of the school work done in their cities and counties, as required, will please let us have them as soon as possible.

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THE Educational Journal of Virginia.

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No. 9.

Teaching History in Secondary Schools.

BY HARRY PRATT JUDSON,

Principal of Troy (N. Y.) High School and professor-elect of History in the University of Minnesota.

The common formula of the educational iconoclast is, that whatever is wrong; and this is supplemented by the further dictum, "There is but one right way, and that is my way."

I wish to say, at the outset, that I am not an iconoclast; neither do I propose to carve out a slice of German fog and set it up here labeled an electric light. I recognize fully the fact that much earnest and valuable work is done by the teachers of this State in the study of history. Some defects of method to which I shall try to call your attention, existing in varying degree in different schools, are due to causes largely beyond the control of any one man, largely inherent in the usual conditions of school work. But to detect and analyze such defects, and so far as possible to modify unfavorable conditions, are among the first duties of genuine teachers.

First of all, it is worth considering whether we do, not materially undervalue an adequate knowledge of history. Weigh it in the balance against other branches. Does not a correct notion of the past tend to make an intelligent man a good citizen, a prudent politician? What is history but the accumulated experience of the race? And of what fibres are good judgment and wisdom wrought, if not of experience? The individual learns to guide his separate actions mainly by the rude teaching of hard knocks. History affords us a wider ground of induction, an ampler material for constructing the future. Is it a question whether all that goes to make a man better and wiser is not found at least as richly in the domain of historical knowledge as in the refinements of language or in the subtleties of mathematics? And yet in these other lines of work methods of in-

struction have reached a far wider development, and much more time is given in the *curricula* of schools. Notice that in the study of language or mathematics a careful gradation is observed, both in matter and in the manner of instruction. A foundation is laid slowly and surely. And yet the figure of a foundation fails just here: a real comprehension of the principles of either language or mathematics is a growth; and a part of good teaching is the judicious waiting for the mind to grow to the intelligent understanding of the successive ideas. Now, in teaching history, the method and the material too often vary but slightly from the beginning to the end of the course. The *historical sense* is never developed. A child is put at reciting the manœuvres of a campaign, who can hardly tell a campaign from a cartridge. It is time for a boy to study *history*, and so a book in history is deliberately rammed into the educational gun and fired at the victim at point-blank range. Little wonder that quite often he is knocked down.

It should be remembered that the number of boys and girls who are interested in history is really small. Now and then we find one who reads it from choice. But the great mass of young people with whom we have to deal, from the circumstances surrounding them in their home-life and from their inherited tastes, would never open a book on history except as a task. Young people, do I say? How many grown persons make a practice of historical reading? How many of any age would not greatly prefer one of E. P. Roe's novels to Gibbon's Rome? We remember that even Mr. Boffin, who began his career of culture by lavishly hiring "a literary man *with* a wooden leg," soon degenerated from "a declining and a falling off the Roman empire" to the greedy devouring of the exploits of highwaymen. We see, then, that our problem widens. It is not merely how to impart a given amount of useful knowledge in a given time. More than that, it is, how to arouse interest in place of indifference, how to make people searchers and thinkers instead of being, at the best, passive absorbers.

ELEMENTARY INSTRUCTION.

I question whether any consecutive history is the proper thing with which to begin. A child can hardly grasp the abstractions of algebra until he has mastered the concrete ideas of arithmetic. And so when he makes his beginning with history. Episode, detail, description, he finds fascinating. But the idea of the continuity of historic time, the long march of ages, the kaleidoscopic changes of

events, he finds bewildering. Too often he is dizzy and despairing almost from the outset; and history becomes to him a synonym for the laborious memorizing of juiceless facts.

To meet this difficulty, perhaps we can wisely take a leaf from the experience of our German friends; and this experience is so practical and so successful that we can hardly call it either foggy or fanciful. They remember that children are, above all things, inquisitive, and, like the Athenians, eager to hear some new thing. And so, at an early point in the primary school, a definite portion of time is devoted to *story telling*; only the stories are of facts, not fancies. I can safely ask those before me if, in their own childhood, a story of pioneer life and Indian adventure, from the lips of the aged grandmother, telling things that really happened, was not vastly more absorbing than the fictions of Ned Buntline or Mayne Reid? Fiction is not in itself more interesting than fact. The interest lies in the thing told and in the way of telling it. But surely, in the long and varied story of the human race there are countless episodes more thrilling than any that the brain of novelist or poet ever conceived. And what accomplishment can the teacher learn of more constant value in his work, than the power of telling what he has to say in a way to interest?

In this line of work the essential things to remember are, that the stories must be of men and events worth knowing; that they may be entirely isolated one from another, the teacher not merely seeking to keep up the sequence of things, but carefully avoiding it; and that the tales are interesting. In this way most of the essentials in ancient and modern history may be made entirely familiar before history is ever studied. Then, when the study is begun, it is not untrodden ground. At every turn familiar friends are met, and added zest is given to the work by learning the relations of things that before existed in the mind unrelated—this last is no small point. Remember that it is not so much learning new facts, as learning the relations of old facts, that satisfies curiosity.

Another prime essential in teaching history is, that it be treated pictorially. Sit through a debate in the House of Commons, watch Gladstone as he manages that turbulent assembly; listen to "the old man eloquent," as he pours out the riches of his learning, his fancy, and his wit, in defending his cause; hear the thunders of applause and the stormy debate that followed. Do you not feel, thereafter, that the British Parliament is for you a reality, and not a mere newspaper abstraction?

Wander over the field of Gettysburg. Look at the long line of sodded entrenchment; at the low stone wall that winds through the woods of Round Top. See the rocks yet seamed wide with streams of melted lead, from bullets that plashed against them in those days of battle. See house and fence and tree yet scarred with rifle-balls and grape-shot. Stand on the Cemetery Hill, and study the long sweep of field and meadow over which Pickett's Virginians swarmed in that last fated charge. Then go to the Hollywood Cemetery at Richmond, see the grave of Pickett, and, circling in long lines about it, the graves in which rests the dust of his heroic dead. After that, does not the eye kindle when you hear and read of Gettysburg? It is a battle whose roar you hear, whose rush you see, and no mere dry tangle of meaningless words.

But the teacher can seldom take his class to Gettysburg, or to the forum at Rome. What then? Why, photography brings the whole world before our eyes. Pictures are now as abundant and cheap, almost as newspapers. Gather all you can. Show your class every place, every cathedral and fortress, every hero and statesman and poet. Let them see the continental soldier, in his cocked hat and uniform of blue and buff; show them his smooth-bore musket, with its clumsy flint-lock. Let them contrast that with the deadly breech-loader and repeating-rifle of to day. Let them see Elizabeth, in her ruff and robes, with her red hair and hooked nose; Raleigh, in cloak and doublet; the gentleman of the Restoration and of the age of Queen Anne, in his gorgeous attire. When photograph and engraving fail, or pocket book gives out, then let the painter's brush or the artist's camera be the teacher's lips. Let him give color and life to every phase of the story, so that the mouldering knights of the Crusades are no longer dead, and the vanished strings of the troubadours awake to music.

But that the teacher may have the power to do this, he must observe a very common-place law. Perhaps nothing is more stale, true though it be, than that the teacher must study incessantly. And in nothing is this more emphatically true than in teaching history. To realize the ages past as if they were the age present, one must search into them from all sides. He must be ever eager to add to his knowledge, ever ready to correct false impressions. There are some shallow people who think history a simple matter, because, forsooth, it is merely the telling of facts. I do not know anything in this world more difficult than to tell facts as they are. The other day I read an item of local news in one of our best papers, about an

ordinary occurrence, easy to investigate; and in the six lines of print were three material errors. Do you expect the complicated web of human action and passion to be unraveled with facility by the first careless hand that lays hold of it? Physical science is a long series of hypotheses, successfully exploded. Phlogiston and dephlogisticated air, epicycle and caloric, perpetual motion and the transmutation of metals in broken fragments, strew the path over which advancing science has gone. Historical investigation fares no better. One is too apt, even unconsciously, to view the past through the eyes of the present. In the words of Faust—

"What you the spirit of the Ages call,
Is nothing but the spirit of you all,
Wherein the Ages are reflected."

To reach, then, such a view of the past as to make it seem present, to be able to do the miracle of restoring to life the dead years, the teacher must saturate himself with study and thought.

ADVANCED INSTRUCTION.

We come now to the "Battle of the Books;" the great question, text book or topics. The solution of the problem that I would suggest is very simple. I should say, text-book *and* topics. I have no doubt that a good teacher can do excellent work without any text-book at all. The same thing is true of almost any other subject as well as of history. It does not follow that no one should use a text-book. Neither do I doubt that there is a great deal of slovenly work done in using a text-book. But I suspect that the teachers who do such work with a book would do about the same without it. A text-book is like any other tool. In the hands of a skilled workman it may be made to produce artistic results. If a bungler wields it, he will be tolerably sure to botch his material, and may end by cutting his own fingers. In other words, it is the abuse of a text-book, not its use, that leads to such prodigies of stupidity as almost any regents' examination may demonstrate. But in using the book, I should study by topics always, making the text-book merely a guide; and to this end it should invariably be supplemented by a generous supply of books of reference. The single book will suffice to bind the work together and save it from that sketchy and disjointed character too apt to belong to topical study. The use of other books will teach the habit of research, the collection of evidence, the balancing of opinions from different points of view. Adhering to one

book alone is almost always misleading. The student unconsciously gets in the way of considering his one authority as law and gospel. And that, at the outset, is a false habit of mind for studying history. The correct habit that should be steadily taught, is expressed by the queries: What are the facts? How do I know that these are the facts? How are these facts related one to another?

Again, any active mind in reading a given book has many questions and doubts suggested. The inability to solve such questions tends to make the mind sluggish. Hence every means should be supplied for leading the student always to seek the answer as his queries rise. A wise old teacher was wont to give his class the rule for looking up words in a dictionary, "Seize the moment of excited curiosity." Nothing could be more apt in studying history. Lead the student to follow out every trail of inquiry; only never forgetting the main line of thought in others merely collateral.

A table surrounded with chairs, and covered with suitable books for reference, is an invaluable adjunct to a school room in which history is studied. Maps, both physical and political, should line the walls, or, in the form of atlases, should lie on the table. And then the student should not merely be allowed and encouraged to use these appliances, but their work should be so assigned as to make it necessary.

In assigning the work for research, care should be taken, especially with a young class, to make it specific. A class of young boys and girls turned loose in the wilds of Bancroft, for instance, are likely merely to get lost in the wilderness, and to come out simply nowhere. But a given topic in the guide text-book may be supplemented by the assignment of specific chapters in given authors to consult; some to be studied carefully, for the facts or views they contain; others to be read for the local coloring they may give. Then, at first sparingly, afterwards more carefully, some topics may be given with merely a general indication of the authorities to be consulted. Great care should be maintained throughout to keep the sequence of events, and never to lose the thread of the story. To do that easily is one main value of the guide text-book, and hence it should be concise and clearly arranged.

Finally, every effort should be given in two directions. First, that not words, but ideas, shall be memorized. From the very outset the class should be led to put things in their own language. The judicious assignment of topics requiring the use of various books will be a great help to the teacher in this direction. A class confined to a

single book find it easy to commit to memory a page of the text; and an easy-going teacher, hearing sounds that convey an idea to his mind, takes it for granted that they are the expression of ideas in the minds of his pupils, and so passes comfortably along in his way. In many such cases I verily believe that the pupil has little more notion what he is talking about than has a green and yellow parrot. I remember being told once by a young lady that she was reading *Cicero*. It struck me as a little odd, since I knew that she had begun Latin only a few weeks before. So one day I dropped into the class, and the mystery was solved. The reading was conducted entirely in Latin, without any attempt at translation, or the least expression of curiosity even as to the meaning or form of any of the words. But the sentences rolled out in a sonorous way; the class were impressed with the great dignity of reading *Cicero*; the teacher, whose smattering of Latin was hardly equal to wrestling with the meaning of a Ciceronian period, was fulfilling the requirements of the district fathers in teaching Latin; the world kept on turning, and salary-day came once a month. I have seen classes in history that seemed to me to have about as definite a notion of what they were discussing as did this valuable class in *Cicero*.

But in the second place, while insisting that his class shall use their own language, the teacher ought to insist just as strenuously that the language shall be correct English. Careful attention to oral recitation should be supplemented by the frequent writing on the blackboard, not merely of outlines and analyses of lessons, but also of the regular recitation. This should be criticised systematically with a view of spelling, punctuation, and grammatical language. As often as convenient, also, the lesson might be entirely written on paper and handed in for correction. In other words, an adequate idea of what learning history means, implies that a class are not merely taught to acquire certain facts and store them away systematically in their minds, but that they are also taught to express those facts, either orally or in writing, in good English. Bacon's dictum applies here exactly: "Reading maketh a full man; writing, an exact man; and talking, a ready man."

I have seen an examination in which an entire foolscap page was covered with a mass of writing, without a single mark of punctuation or a single capital letter, but thickly sprinkled with solecisms. Were such an instance isolated, it might be attributed merely to the ignorance of an individual. But when it becomes common, it is evidence

that too much attention relatively has been given to acquisition, and too little to expression.

I have tried, in this hasty review of the subject, to speak of general thoughts only, not attempting to describe in detail particular devices. I am sure that these methods are those followed by the most progressive schools, and that they are adequate to the end proposed. Should their spirit meet a wider and heartier acceptance, it seems to me that the study of history would be of more general interest; that it would be prosecuted with more intelligence and discrimination; that the tendency would be to form correct habits of investigation, and a judicial, not a partisan way of looking at things; and, finally, that a suitable preparation would be made for real original work by such as shall receive the benefit of college or university education.—
Education.

Hints to Teachers.

Many new teachers are now beginning their work, and some to whom the task is not new may be willing to read passing suggestions from one who to-day remembers that more than thirty years of his life have been spent in actual teaching. Alas! experience does not always bring wisdom, and one cannot presume to do more than offer hints. The English language requires us to use masculine pronouns, yet, probably half of the persons in question belong to the other sex.

The teacher's character is quite as important a matter as his knowledge. He needs a quick and active mind, readily passing from one subject to another, and giving to each the sharpest attention. He should have a genuine enthusiasm for knowledge, and a special and lively interest in the subjects he is teaching. He should love truth, and delight in accuracy. He ought to feel a profound respect for youth, with its magnificent hopefulness and its undeveloped potencies. The story of Michael Angelo, who saw an angel in the block of marble and longed to bring it out, is worth repeating ten thousand times. And no teacher will be highly respected by his pupils who has not a generous disposition. The young are quick to discern selfishness in older persons, and always hold it in special detestation.

A teacher ought to be industrious. Few tasks involve so much of plodding detail, and yet, at the same time, demand so much of electric energy. Every recitation or lecture needs to be vigorously taken

in hand at the very outset, and carried through with unflagging force. Even in the humblest forms of teaching, you have to put life into your pupils, to make them take interest in the subject, to evoke close attention and vigorous thinking. A good driver can make his horses go much farther in a day, and with much less of hurtful fatigue, than a bad driver. The teacher must be extremely punctual and very prompt in taking up and completing the several exercises, or the machine will never work. All teaching, of whatsoever grade, must combine a certain mechanical regularity and steadiness with a contagious animation, a spirited variety. The restless youth of our age can scarcely endure existence without variety, and the teacher must season routine with all possible spice.

The teacher needs immense patience. Few pupils, even among the gifted and mature, will really know a fact, and fewer still will thoroughly understand a principle, upon the first statement. "Line upon line, line upon line." Ah! the blessed teacher, the gracious giver of true wisdom, "who simply giveth to all, and upbraideth not." How often do we human parents and human teachers embitter instruction with upbraiding? How often do we angrily censure the young for being slow to learn something which to us has long been familiar, when, in fact, if we did but remember, we learned it ourselves only through a long course of training. Yes, "precept upon precept, precept upon precept; here a little, there a little," and thankful may we be if they know it at last. O the forgotten patience of those who taught us long ago.

In order to such unwearied patience, such promptness, energy, enthusiasm, steady industry, *a teacher needs good health.* But the circumstances of the average teacher are not favorable to cheerful and bracing bodily exercise. Many who teach boys and girls think their dignity would be lowered by taking part in the sports of their pupils; and sometimes unwise parents or outside observers so meddle as to compel abstinence from this enjoyment and benefit. Teachers of a higher grade are apt to be impressed with their need of profound study and wide reading, so as to fancy that they have no time for exercise and recreation. Very many of every grade, through a one-sidedness that is quite natural, but far from wise, allow themselves to think that mental development is everything, mere physical strength and health a matter of little account. Now, apart from all question as to your own future, your present daily tasks cannot be performed with the requisite patience, energy and enthusiasm, unless you have a high degree of nerve-force, and this requires bodily health. You

wish to put life into the teaching, and in order to do this you need to have life in yourself. So, then, make careful provision for regular and adequate bodily exercise, and also for sufficient sleep, at regular hours. A teacher who sat up half the night over a novel cannot do his best next day in the work of instruction. Even if he has the strength of an unnatural excitement, he will lack calm patience and steady cheerfulness. Some persons need far more sleep than others, as a matter of inheritance. Find out how much you really need, and take that much, with a good conscience and by rule. The hours of retiring and rising must vary in different cases according to surroundings; but it is surpassingly important that they should be regular. The human system will habituate itself to almost any hours, if only they are the same hours. Two lessons should be early learned by every one whose pursuits are intellectual; first, to bend yourself to mental work at the proper time, though you may not feel like it; second, to withdraw yourself from mental work at the proper time, though consumed with desire to go on. "I wonder if the writer of this sage advice has learned these two lessons himself." That is not the question, good friend; the thing proposed was not personal professions, but hints to you. Yet assuredly some of us would have been buried and forgotten long ago, if we had not a thousand times forced ourselves to cease working when the hour came.

Your object in teaching is to see that the pupil gains thorough acquaintance with certain facts of existence, and reflects thoughtfully upon the relation of these facts to each other. The first requisite is an accurate knowledge of facts. In spelling, reading, writing, in botany, zoology, mineralogy, in geography and history, we must see to it that the pupil's knowledge, so far as it goes, is correct and exact. Not all facts of course deserve equal attention. Many teachers err in requiring their pupils to give as much time to the most trifling as to the most important matter; but whatever they undertake to know, let them learn to observe it closely, and to state the facts just as they are. Nothing is more common than *almost* knowing a thing. In helping a pupil's recitation, we have to distinguish very carefully between supplying what is unimportant, and supplying a small part of what is important. A pupil may state seven-eighths of some matter, and with a little help here and there may seem to have made a capital recitation, when, really, he does not know the matter at all as it should be known. The easy recourse of many teachers is to require that all parts of the lesson shall be re-

cited with equal accuracy and completeness. That is lazy teaching. In some few subjects it is right, but in most subjects quite otherwise.

In order to estimate the comparative importance of facts, as well as in order to understand their correlation, the pupil must early begin to analyze and organize the facts observed. The human mind is naturally speculative. It can never know the what, but it wishes to know the why. The youngest children show this propensity by their eager questioning. Here again we must carefully distinguish between the healthy and the unhealthy. To stop inquiry into the essential nature and relations of facts, is to rob early acquisitions of its best charm, and to prevent all discrimination between the important and the unimportant. We must encourage questions by answering them wherever it is possible. We must explain whatever is suited to the pupil's mental development and acquaintance with the subject. But we must beware of philosophizing about facts of which the pupil has no knowledge, or which it is at present impossible for him to comprehend. If you lecture upon *Paradise Lost* to persons who have never read that work, your lecture will be wise only in proportion as it aims to awaken interest in the poem and induce them to read it. If you attempt to teach half-grown children the Evidences of Christianity in a systematic form, you do a surpassingly unwise thing, though it is an attempt which some well-meaning people have made. And yet many of the inquiries involved in the Evidences of Christianity must be handled in the concrete for children not so much as half-grown.

But hints as to methods of instruction are more likely to be useful if offered in connection with particular branches of knowledge. For this purpose we may perhaps attempt another article, and after that will be likely to come Hints to Students.

We must not close without distinctly stating what has thus far been taken for granted, that *teachers should by all means seek to be truly pious*. Their heavy responsibilities make them peculiarly need the support of divine grace. And the silent influences of their principles and sentiments upon susceptible pupils is so mighty that devout parents cannot too earnestly desire to bring their children in contact with truly devout teachers. Just a fling or two at "orthodoxy" by some skeptical professor, and as the ultimate result your son's mind may be turned away from the faith of his fathers. And who knows what subtle poison may be half unconsciously imbibed in the French lessons of Mademoiselle Teloutel, direct from Paris?—*Rev. John A. Broadus, D. D., in Religious Herald.*

Method of Teaching English Literature.

I. At the outset, the *whole* of a poem, sketch, essay, etc., should be read by the pupils, either at home or at school; this, with the view of forming a general conception of the production.

It will frequently be desirable to direct pupils to make a written abstract or brief analysis of the selection to be studied, so as to bring into prominence the framework of its structure. This will serve as an evidence whether the time allotted to preparation has been rightfully employed, thoroughly test the scholars' comprehension of the piece, and furnish excellent practice in writing.

II. In the class-room exercise, let inquiry first be made: To which of the several "kinds of composition" (as classified in the rhetorical text-book) does this selection belong? then pass to the cardinal question, viz.—

III. What is the main object of the author in the whole poem, play, essay, oration, or other production under consideration? It is most important that the general meaning of every selection should be asked after, even when it seems obvious. When this is well discovered, the meaning of the parts should be inquired into, and their relation to the main idea investigated; that is, the *unity* of the piece should receive attention.

IV. In connection with the study of the subject-matter of the piece, attention should be given to such minor but important details as—

- (a) The signification of rare, technical, or difficult terms.
- (b) The explanation of allusions, suggestions, references to manners and customs, historical and biographical references, and the like.
- (c) The application of sentential analysis wherever such analysis will help elucidate the meaning of the more difficult and involved passages. It may be well, too, to show something of the relations of logic—the grammar of thought—to technical grammar, which has to do with words, phrases, clauses, and sentences.
- (d) The matter of prosody or rhythm (in the case of the poetic selections) should receive some attention; the amount proportioned to the pupils' advancement in Rhetoric.

V. The elements of style should now be considered. These have relation to—

- (a) The vocabulary, or diction, of the piece: the range and char-

acter of the author's verbal repertory, whether predominantly Latin or Saxon, learned or simple, florid or plain, etc. At this stage also the words may be examined with reference to their origin, derivation, and formation.

- (b) The structure of the sentence: whether period or loose; studiously long or short; the balanced sentence; the condensed sentence.
- (c) Figures of speech. Here again the extent to which the study should be carried will of course depend on the pupils' knowledge of Rhetoric.

VI. The qualities of style may next be taken up. These may be viewed as—

- (a) Intellectual qualities: simplicity and clearness.
- (b) Emotional qualities: strength, pathos, the ludicrous, etc.
- (c) Elegances of style: melody, harmony, taste.

VII. Lastly, a study of the author should be made with reference to—

- (a) His personal history. (b) His times. (c) His character. (d) His works.

The biographical sketches in this work will be of some assistance; but the pupil should be encouraged and *helped* to go much farther, and every accessible source should be explored for material to be used in a written account of each author.—*Swinton's Classic English Reader*.

The Opening of School.

A FEW HINTS FOR YOUNG TEACHERS.

1. *Be at school early.* On the morning of the first day be the first one there. Look out for everything that may conduce to the benefit of the pupils at the opening.

2. *Greet the pupils pleasantly,* but do not go to them in such a manner as to lead them to think you are unduly seeking their favor. In a natural way let them come to you. By a little encouragement this can be arranged.

3. *Begin promptly,* even though but few are present. Some teachers make a great mistake by waiting for a large number to come in the first morning, before they begin. Their excuse is that they wish to make a complete enrolment at once.

4. *Have those in the house seated before ringing the bell.* This may seem an unimportant point, but there is much in it. Those

who come in the first morning will find the room in some degree of order—at least it makes a good impression.

5. *Have religious exercises if possible* It may be necessary to forego some of the older forms, owing to a growing prejudice against them; but some sort of devotional opening seems to be demanded. The singing of a hymn, the concert repetition of a short psalm, and the offering of the Lord's Prayer, ought not to offend any one. The Lord has made us. He sustains us. Why should we not recognize the fact in a few minutes of quiet thought and prayer. The world is full of God; we ought not to live like atheists.

6. *Say but little in the opening address.* Not much *can be said*. The teacher is called to work, not to talk. It is a great mistake to make a boast of what is to be done. It is a flimsy veil of self-conceit through which pupils can easily look. There will be enough to talk about as the school progresses.

7. *Take the names of pupils at the call of classes.* Some teachers think other methods better. It is not essential that it should be done in this way, but it is true that often great disorder is created by an effort to get four or five facts from all pupils before a class is called or a lesson assigned. It is by no means necessary that the teacher should have a complete statistical record of pupils at first. A little later such information can be collected, if necessary.

8. *Set all the pupils to work as soon as possible.* This will prevent disorder, and an ounce of prevention, the first morning, is worth a pound of cure a few days later. Directions can be given to the whole school, something like this: "Those who expect to complete the arithmetic this term can study on the—page"; "Those who read in the Second Reader can write the—lessons on their slates," etc. In this manner preliminary work can be assigned, and no excuse made for idleness.

9. *Have a small bell to call classes with.* A small one is better than a large one, and a light tap better than a loud one. After the first, never call a class except by a bell. The pupils will clearly understand what it means if they are trusted.

10. *Make out a preliminary order of work, for your own guidance, before school opens.* You can in general tell about what to expect, especially if you have the opportunity of inquiring of parents and pupils what has previously been done.

11. *Show no evidence of indecision.* This will be fatal. It is far better at the outset to say: "I don't know yet what it is best to do," than to say: "Perhaps you had better do this way or that way, but

I am *undecided*." This point may be misapprehended by some. The point is this: Confessed ignorance is often a confession of strength, but confessed *indecision* is *always* a confession of weakness.

12. *On the second day have a program of exercises ready to be posted up.* It should not be delayed later. It may be changed in some particulars, but, in the main, it must be the one to be followed during the term.

13. *Don't talk school to everybody you meet.* If people talk to you, *let them talk*—and as soon as possible talk to them about something else. If you permit it, your ears will be filled with all the old district stories, from the earliest times to those of your predecessor.

14. *Be very careful about making complaints,* especially of your predecessor, or how you find things, assuming that you have a mighty work to do, thus laying the foundation for future self-praise. If there must be some things obtained at once, go to the proper officers and request what you want; but *don't find fault*. The force of kindness and helpfulness is wonderfully powerful, and will carry one who is guided by it over many difficult places.

15. *Make a special effort to make a good impresion.* This can be done in various ways. Neatness in dress, a quiet self-possession, a good preparation for the work at the very first, and a cheerful disposition, are essential. Above all, the very best preparation is a heart honestly in sympathy with the work. He who is driven by force of circumstances against his will cannot fail of showing it. No one is ever more thoroughly and correctly read than the teacher at the opening of the school. What there is good within will show itself without. Make attractive the outside, but take care of the inside first.—*N. Y. School Journal*.

Essential Qualifications for a Successful Teacher.

BY SUPT. N. C. DOUGHERTY, PEORIA, ILL.

First. The teacher should know thoroughly the subjects which he is set to teach. This knowledge should be accurate in details and in principles. This may seem to be so plain a matter as not to need naming. But many teachers are laboring to make a ready gift of talking take the place of an honest and responsible literary preparation. This is impossible.

Second. The teacher must have some knowledge of the laws and

actions of the human mind, and especially of the minds of children. This he needs in order that he may adapt his instruction to the child's mental requirements. He must know how the mind should develop. Such a knowledge is as necessary to him as a knowledge of the structure and working of the locomotive is to the engineer, or as a knowledge of the instrument upon which he plays is to the musician. This knowledge should be philosophical, and also of a practical character. In applying it the teacher should cultivate accuracy in reading the mental symptoms of the living subject.

Third. He must know something of the views and methods of leading educators, not for servile imitation, but for thoughtful study and as a means of guidance and inspiration. To-day there are excellent facilities for the interchange of thought on educational matters. Every year adds to this valuable information and improves the methods employed. It is very dangerous for the teacher to become isolated from the best educational thought of his time. Such separation leads to mental laziness, ignorance and ridiculous conceit.

Fourth. He must not be a wrangler over details in method. Since the advent of the modern fashion of exhibiting modes of instruction at teachers' meetings and elsewhere, there has been too much of hobby-riding. The disposition to rely on mere methods shows a mental laziness which the pupil ought not to have for a pattern.

Fifth. He must possess, either by nature, or as a result of culture, a sympathetic spirit, the ability and disposition to enter into the feelings and circumstances of children. By this is not meant that the wishes of children are always to be gratified. But they certainly ought to be understood by those who are to control them. Without this active sympathy with childhood's wants and feelings the teacher will fail to reach the hearts or even the intellects of his pupil.

Sixth. He must possess the virtues of cheerfulness and patience. The annoyances of the schoolroom are many, and if the teacher allows himself to be chafed by them; if each one of the little irritating occurrences that are sure to come up during the day is dwelt upon, souring the temper and driving out the sunshine, then the teacher's peace will vanish also. His occupation will become to him a dismal and discouraging business—an occasion of ever-recurring agony. This tendency must be sturdily resisted. The teacher must take a cheerful view of his trials, learning to see a lesson or an opportunity in each one, and meeting discouragement with unruffled temper but with added determination. If the teacher is faithful this course of conduct is a guaranty of final triumph.

Seventh. He must have and exercise common sense,—a quality so named, not because it is a common possession, but because it ought to be.

Eighth. He must possess a good moral character, not alone in the legal and social sense, but also in the sense of being moved and actuated by the highest and purest motives. Extravagant demands are sometimes made upon the teacher in respect to the influence he is expected to wield over his pupils. It seems to be required that during the six hours of his daily control of them, a control extending over only five days of the week, and over but a few years of their lives, he will, by the energy of his moral power, undo and overcome all the evil influences exerted over them at home and on the streets. Such a demand is unreasonable. And yet it remains true that in all moral aspects the teacher ought to be to the pupil a fit pattern. Among the teachers of antiquity were Socrates and Plato and Quintillian, the noblest men of their times. So it ought to be now. Hence the teacher ought to be in all respects, the best, the purest, the most truthful of men.—*Intelligence.*

Over-Schooling.

We doubt if the boys who are pushed through a full course in the famous Boston schools will be as well fitted for action, either in the professions or the trades, as their fathers who got all their education in the little country school-houses, when the school term included only four months during the fall and winter. Four months of schooling in book knowledge, and eight months of schooling in play and work during each year, gave these men their start in life; and a good start it was, too, as their success in business has proved. Let us see what the old system gave them. In the first place, a fair average knowledge of the essential rudiments of book education. At sixteen they were not illiterate. They knew arithmetic well enough for business purposes. They had a fair knowledge of geography. They knew how to read. Not only was the knowledge of reading theirs, but the taste was theirs also. Having fewer books, they naturally digested their contents better. Moreover, they had sturdy bodies, healthy stomachs, clear heads. Better than all, they had formed the habit and the love of labor. Their necessities made them practical. The prime object of education, which is to teach everyone how to get his own living, to make him self-supporting and independent,

was realized. Now, how is it with the boys of to-day? What do they do? Study, study, study! What do they learn. Books, books, books! The whole system might be likened to a huge conspiracy not to put vitality into boys, but to take it out of them. The stomach is fevered. The brain is wearied by premature strain put upon it. The nerve force is exhausted by continuous toil. The physique is neglected in its culture. The boy that takes the prize at the Latin school is famous among his mates at the close of the term, and that is all the world ever hears of him. The education which books give, they have. But the education work gives, they have not. And the worst of it is, the forces which should make them strong in performance have been weakened and drained out of them.—*California Teacher.*

SCHOOL GOVERNMENT.—A remarkable change of opinion as to the best method of training the young is going forward silently in our schools and colleges. The older view was summed up in the maxim, "Spare the rod and spoil the child." Even when the rod was largely laid aside, the spirit and purpose of the management was unchanged. This was to keep the young in thorough subjection to superior authority. They were to be molded to right doing by a power outside of themselves, which they might not question. They were the clay in the hands of the potter. Young men in colleges, as well as children in primary schools, were to be governed in a military sort of way, under which implicit and unquestionable obedience was the highest virtue. Now we find one college after another devising plans to get the students to govern themselves. They become their own law-makers, and pronounce sentence themselves upon offenders against good order. And this devolving of responsibility upon them develops, as might have been expected, an entirely new spirit. The old control by external authority aroused opposition, cunning, recklessness. It made the governors and the governed into two hostile camps, watching to defeat or overreach each other. The direct appeal to the self-control of the students produces quite opposite results. They are enlisted on the side of good order, and a wholesome tone of public opinion springs up, which effectually subdues any light and heedless spirits. In a word, it is found that in dealing with the young government from within is better and more effective than government from without. There must be obedience indeed, but to recognized right and convenience, and not to arbitrary authority. Can it be questioned that there is more moral formative power in such disci-

pline than in the other? In all wise management of the young, authority is kept as much as possible in the back ground, and this power of self-control, this sympathy with right and order, made the dominant force.—*Wisconsin Journal of Education*.

REV. A. C. KENDRICK, D. D. LL.D.—A JUST AND COURTEOUS ACT.—One morning our Greek recitation was going on as usual. One here and there in the class had recited when the Doctor called on me. I arose to recite, but not till on my feet did I wake up to the fact that I had lost my place. My mind had slipped off on some side topic the Doctor so frequently threw in to enliven the recitation, or perhaps had just been “wool-gathering.” I acknowledged my misfortune, and the Doctor put me on the track. In my embarrassment I translated hesitatingly. The Doctor asked me the tense of a verb I had translated. In my confusion I could not tell. “Sit down, sir,” said he, with decided sharpness. Others recited, the hour was consumed, and the class dismissed. My failure was purely accidental, and my rebuke was truly a grief. Passing from the room as hurriedly as the rest, I heard my name called and turned round. Dr. Kendrick was near me and said, “I did you injustice to-day in setting you down so abruptly. I was rather hasty; I beg your pardon.” It is needless to say how quickly the crushed student was restored by the Professor’s hearty apology. I had not dreamt that a man so eminent would apologize for a hasty act to an humble student. I knew his greatness as a Greek scholar, and in every department of literature and in all social relations, but he was now to me greater still for the above considerate act. I remember his impressive manner of teaching. I see him now as he occasionally walked the floor of his recitation room and repeated whole passages of Greek from memory to show the class how the language could be spoken. I remember his every feature, gesture, motion, and all his impressiveness, but nothing more distinctly and pleasantly than the act of courtesy here recorded. It stands on the page of memory an item of his greatness.—*G. F. Williams*.

THE difference of ability in children must be most thoroughly recognized by the teacher before justice is possible in discipline or skill in instruction. The danger of all graded school work is that a standard be established to which all the brighter pupils are cramped down, and those whose minds move slowly are brought up with a

terrific grip. The graded school system must have a flexibility such that children of active mind, quick perception, keen attention, should not be outraged by being chained to a score of inattentive, sluggish, unambitious children. Children who sincerely attempt to do their best, but have not talent for quick intellectual effort, should not be kept wretched and depressed by being dragged after those who by nature can distance them without effort. There would be as much impropriety in hitching up a Clyde draft horse with an Ethan Allen racer. If we must have classes of fifty or more, the teacher must recognize the differences in their ability, and give each the opportunity needed.—*American Teacher*.

It was a beautiful compliment paid to a teacher when one of his pupils, in speaking of him, said that he was the only teacher who ever tried to make a man of him. That teacher has a worthy object in view. We don't want to make so many presidents and governors, but we want to make MEN. Character is the great object of all school work. There is something of more importance than mere book knowledge. Give a man strength, but give him the ability of using that strength to the best advantage. It is something noble to inspire a boy with worthy motives. Lift them up. Every boy can become a man and make himself useful to others. There is no need of so many lives being wasted. They may not be noted men, but they will be true MEN. An education that does not give an inspiration for something better is worthless. Inspire them then with a desire to become honorable men. If you succeed here you cannot fail.—*The Normal Index*.

GOOD FOR THE GIRLS.—The New Orleans *Times-Democrat* says the experiment tried at the University of Mississippi, in Oxford, of admitting girls to the institution with the same privileges as the male students, is a pronounced success.

It was but a few years ago that this University was thrown open to girls, but in that time they have forced themselves to the front, and this year they won *all* the prizes. A young lady takes the first honors, and will consequently be the valedictorian. The senior class will be represented by a young lady among the speakers, as will also the juniors, while among the competitors for the sophomore prize declamation is still another of "the fair sex."—*American Journal of Education*.

THOUGHT is hard work, and mind laziness must be overcome before there is the possibility of success in study, and the art of doing this lies in winning them to love study better than idleness. This may be from the stimulating effect of study, from desire to take rank with the studious, from love of the approbation that follows faithfulness, or from love of the results of study. Different minds are differently affected, but through some medium of approach the child must be won to prefer study to idleness.—*American Teacher*.

The Charlotte, N. C., Training School.

The Charlotte Training School for Teachers, in connection with the Charlotte Graded Schools, opened Wednesday, September 16th. The candidates for admission presented themselves at the Graded School Chapel, at 3 o'clock, on the afternoon of that day, and the classes were then organized and regular work commenced.

The object of this school is the systematic and thorough training of teachers in graded school work. The problem before the managers of all Southern graded schools now is, how to secure first-class teachers.

One of the largest Teachers' Agencies in the country, states that the demand for teachers, trained in Normal Schools, is greater than the supply and it is constantly increasing.

Experiments with untrained teachers have, everywhere, forced the admission of the fact that very few, except those educated for this special work, are filling their positions satisfactorily. In no trade or profession have there been so many and such disastrously successful attempts to impose unskilled labor on the people as in teaching.

No lady will trust the making of a costly wardrobe to a young girl who has not learned to sew, just because she sets herself up for a dressmaker. But very many ladies trust their priceless children to inexperienced girls, just out of school, who have not made one hour's preparation for teaching. Such persons, with no knowledge of human nature, ignorant of methods of imparting what they may know themselves, waste the powers and the time of the children, just as much as the bungling artisan wastes the material with which she works.

The Normal School undertakes to supply this necessary skill, to cultivate the talents, and develop the natural ability of those attempting to teach. In every town the employment of local teachers is urged; and there are numbers of bright, fairly educated young women, anxious to teach, and willing to make special preparation if they only had the means. For such persons there should be one or two permanent Normal Schools in each State.

In North Carolina, Charlotte is most favorably located for such a school. A railroad centre, healthy climate, moderate living, city advantages, etc., are all inducements to those wishing to take a course of instruction under pleasant circumstances. In view of these many advantages, and of the great need of such a school, the Board of Commissioners determined to establish one.

Mr. T. J. Mitchell, Superintendent of the Graded Schools, will have a general supervision of this department, and give some of the classes his personal attention.

Mrs. E. D. Kellogg, of Boston, a teacher of many years' experience, and a lady of high culture and superior attainments, will have direct charge, using the primary department for a model room, and the whole Graded School for observation and practice.

The classes will not be confined to the young and inexperienced alone, but some of them will be arranged for old teachers seeking higher and better qualifications.

The means of training will consist of study, recitation, reading, lectures, observation, practice, criticism, etc.

The pupil teachers will be expected to teach in the different class-rooms under the direction and subject to the criticism of the critic teachers.

The benefits to be received by those taking this course are beyond estimate. Aside from increased efficiency, they will be put in the direct way of obtaining positions.

New positions and vacancies in the city schools will be supplied from this department, and well qualified members will be recommended to the school authorities abroad, who are constantly inquiring for teachers able to teach according to the modern methods of instruction.—*Ex.*

RICH MEN AND COLLEGES.—It may interest some to know what a few rich men have done for the cause of education. Johns Hopkins gave \$3,148,000 to the university which he founded. His gifts for benevolent purposes amounted to \$8,000,000. Judge Packer gave \$3,000,000 to Lehigh University. Cornelius Vanderbilt gave \$1,000,000 to the Vanderbilt University. Stephen Girard gave \$8,000,000 to the Girard College. John C. Green and his residuary legatees gave \$1,500,000 to Princeton College. Ezra Cornell gave \$1,000,000 to Cornell University. Isaac Rich bequeathed the greater part of his estate, which was appraised at \$1,700,000, to Boston University. On account of the great fire and shrinkage in value, and other unfortunate circumstances, the university will realize less than \$700,000 from this magnificent bequest. Amasa Stone gave \$600,000 to Adelbert College by direct gift and by beques. W. W. Corcoran gave \$170,000 to Columbia University in money and land. Benjamin Bussy gave real estate worth \$500,000 to Harvard University. Samuel Williston, William J. Walker, and Samuel A. Hitchcock gave between \$100,000 and \$200,000 to Amherst College. Whitmore Phoenix gave the bulk of his property, amounting to about \$640,000 to Columbia College. J. B. Trevor gave \$179,000 to Rochester Theological Seminary. Matthew Vassar gave \$800,000 to Vassar College. Gardner Colby gave \$170,000 to Colby University, and \$100,000 to Newton Theological Seminary. J. B. Colgate gave \$300,000 to Madison University. The Crozer family gave \$300,000 to Crozer Theological Seminary. It would be easy to add to this list. There are hundreds of men and women whose splendid gifts entitle them to be held in everlasting remembrance. Such gifts are so common that they are expected. If a rich man should live and die without doing something for the cause of education, he would at once become the subject for adverse criticism.—*Penn. College Monthly.*

THE THIRTY-THIRD SESSION OF ROANOKE COLLEGE.—We take pleasure in stating that the thirty-third session of Roanoke College opened on the 16th instant, with a considerable increase over the attendance last year. The Faculty and friends of the

College have every reason to be encouraged at the steady gain for six years. There are students from fourteen States, Indian Territory, and Mexico. Next in order to Virginia in the number enrolled, come North Carolina, Maryland, West Virginia, Louisiana, Pennsylvania, South Carolina, Indian Territory, and Tennessee. There are four students from Mexico and five from the Indian Territory. Of the latter, three are real Choctaws, two having come from Mt. Hermon Institute, D. L. Moody's school at Northfield, Massachusetts.

We learn that the Faculty are pleased with the quality of the new students and that many of these are entering the regular courses. The young men have been very cordially welcomed to the College and Salem; they have begun the regular work of the session; and everything is promising for a successful year at Roanoke.—*Times-Register*, 18th instant.

EDITORIAL PARAGRAPHS.

—The Public Schools of this city opened regularly on the 15th of September. The meeting of the teachers, held at the High School building on the 14th, was addressed by Profs. C. H. Winston and H. H. Harris, of Richmond College. These gentlemen gave the teachers some valuable advice drawn from their own study and experience. We noted the following heads of Prof. Winston's lecture: 1, Take care of your health; 2, Don't *worry*; 3, Try to enjoy and take pride in your work; 4, Appreciate the dignity of your profession; and 5, Regard your work as a *profession*. These thoughts were elaborated and enforced in that attractive style which has made Prof. Winston so popular as a lecturer. Prof. Harris urged that it was necessary to know not only the subject matter to be taught, but also the material to be operated upon. The teacher must know children, and both *what* they know and *how* they know it, that they may adapt their instruction to the needs of the pupils. He said, moreover, that his journeyings during the past summer had brought him into contact with representatives from the entire South, and that it was very clear that the people of those States were looking intently to Virginia for a model in shaping and directing their educational interests; that Virginia never had a more favorable opportunity for influencing our Southern sister States by good and thorough school work than now.

Below we give the enrolment in our schools on Friday, the 25th September.

WHITE SCHOOLS.	Scholars.	COLORED SCHOOLS.	Scholars.
Richmond High School.....	425	Normal.....	278
Madison.....	680	Baker.....	692
Elba.....	646	Navy Hill.....	704
Leigh.....	677	Valley.....	802
Central.....	664	East End.....	267
Bethel.....	668		
Bellevue.....	650	Total colored.....	2,743
Springfield.....	406		
		Total white and colored.....	7,559
Total white.....	4,816		
Number of white children unaccommodated.....			366
Number of colored children unaccommodated.....			1,292
Number of white and colored children unaccommodated.....			1,658

It will be seen that there is still need for increased accommodations that all the children may have a place in school. The council has appropriated money enough to build two new houses of 12 rooms each. The School Board have prepared their plans, and it is hoped that the buildings will soon be erected.

—The Session 1885-6 of Richmond College opened on Thursday, 24th September, very encouragingly. A larger number of students matriculated on that day than ever before on the first day of the session. One hundred and three enrolled their names. In the evening, at 8 o'clock, there was a formal opening of the session in the chapel of the College. After prayer by Rev. J. B. Hutson, the Chairman of the Faculty, Professor H. H. Harris, introduced Rev. Dr. W. W. Landrum, who gave the students a hearty welcome to the College and to the churches and homes of our city. He was followed by Rev. Dr. A. B. Brown, Professor of English, who, in a scholarly address, discussed "Christian Education." Quite a large audience of ladies and gentlemen was present.

—The Fourteenth Annual Report of the Superintendent of Public Instruction is a very interesting document. It contains a number of carefully prepared and very valuable tables of school statistics, with the deductions and suggestions of the Superintendent. The proceedings and addresses of the Superintendents' Conference, held in this city in April last, are given, a detailed account of the Peabody Normal Institutes held in the Summer of 1884, a full and valuable account of the State Normal School at Farmville, and an Appendix containing the annual reports of the Treasurer of the Virginia Military Institute and the reports of the Virginia Agricultural and Mechanical College, Hampton Normal and Agricultural Institute and the Virginia Normal and Collegiate Institute.

Special attention is called to the success of these meetings. The following in reference to County and State Institutes deserves the careful consideration of our legislators. The case is not too strongly put.

"We cannot drop the subject without again appealing to our lawgivers to make suitable provision for sustaining these Institutes.

"We have a corps of the finest teachers naturally that adorn the School System of any State; but they have been called to the work without that professional drill which is so essential to make a successful teacher; and it is a shame that they should be required to secure this drill at the expense of the children of the State. The Institute is the only available means of educating or improving the teachers; they have passed the age for going through the drill of the Normal School, and, even if they have not, we have not Normal School facilities for them.

"Thus our only hope is County and State Institutes; and, in the name of the people of the State, whose children are dependent upon our public schools for their education, and, in the name of the teachers and children, we most earnestly appeal to our lawmakers to give us means to conduct these Institutes, and not leave us to the uncertain charity of an outside benefaction."

In his discussion of School Finances the Superintendent calls attention to the fact that the appropriation of \$100,000 per annum from the proceeds of the sale of the Atlantic, Mississippi and Ohio Railroad will be exhausted this year; and that, according to Auditor Marye's statement to the Legislature, the arrearage

account will soon be paid, and the school revenue thus diminished another \$100,000 per annum. Thus the public school revenue will be diminished \$200,000.

Nothing has been done to meet this deficiency. "The existing accommodations," he says, "are insufficient to meet the demands of our school population as at present enumerated, and the census," taken this year, "must show a great increase in the number of school children in the State. It is clear that the next *Legislature must increase* the State school revenue, or our schools will again fail for want of funds. * * * Over 250,000 children are without school facilities for acquiring a free school education. * * * We appeal with earnestness to the Legislature, and urge it to give us from the revenue of the State money enough to afford *all of her children* an opportunity to enjoy at least six months schooling in each year." A very grave problem is thus presented to the consideration of the General Assembly, in the proper solution of which the schools have a vital interest.

The report will prove interesting reading to those interested in general educational work, and especially to those who are alive to the success of our State system.

Book Notices.

LECTURES ON TEACHING. Delivered in the University of Cambridge, England, during the Lent Term, 1880. By J. G. Fitch, M. A. New Edition, with a Preface by an American Normal Teacher. New York: E. L. Kellogg & Co. Cloth, 400 pp. \$1.00.

In England these lectures of Mr. Fitch have for several years been highly prized, as combining in an admirable manner, both the theoretical and practical sides of education. All of its discussions are based upon sound psychological principles, and give admirable advice on everything connected with the science and art of teaching, from the furnishing of the school-room, the studies for a teacher to understand, to the questions proper to ask on an examination.

Mr. Fitch possesses a clear and vigorous style. No one is at a loss to know exactly what he means. He has his ideas, and tells what he thinks in such a manner as to be helpful to all who are striving to improve either their methods or philosophy. While many works on teaching deal in generalities, Mr. Fitch descends to particulars. In speaking, for example, concerning "Examinations," he tells exactly what to do under various circumstances, how to judge of quality, how to ask the questions, and how to decide concerning general fitness. In many points experienced teachers may disagree with him, but no one can possibly misapprehend or mistake his meaning.

No teacher can lay claim to being well-informed who has not read this admirable work.

SIXTH OR CLASSIC ENGLISH READER. By William Swinton, Author of Swinton's Readers, Geographies, &c. Ivison, Blakeman, Taylor & Co. New York and Chicago.

This forms the advanced number of Swinton's Series of excellent Readers. The author has sought to combine with the requisites of a good reader, an interesting and stimulating introduction to the study of English and American Literature. He has

accordingly selected a number of *English Classics* dating from the time of Queen Elizabeth downward to the present. Most of these are complete. Each is preceded by a brief sketch of the author and his works; and is carefully annotated for the double purpose of explaining to the pupils difficulties likely to occur, and suggesting to the teacher an interesting line of rhetorical study. The suggestions as to the method of studying English Literature are very correct and valuable. Altogether it is a welcome addition to our list of school books.

EXAMPLES IN PRIMARY ARITHMETIC—Designed for Practical Every Day Use in the Primary Department of Public and Private Schools. Price, 15 cents.

EXAMPLES IN INTERMEDIATE ARITHMETIC—Designed for Practical Every Day Use in the Intermediate Department of Public and Private Schools. Price, 20 cents.

PROBLEMS IN ARITHMETIC—Designed for Practical Every Day Use in the Grammar Department of Public and Private Schools. By Julius L. Townsend, Principal Franklin Grammar School, Rochester, N. Y. Rochester, New York: Scranton, Wetmore & Co. 1885. Price, 35 cents.

These three volumes cover the entire course of School Arithmetic. The examples are graded for the average pupil, and they furnish teachers an excellent means of supplementing the necessarily limited supply of the ordinary text book.

MEMOIR OF THE LIFE OF THE RT. REV. WILLIAM MEADE, D. D., Bishop of the Protestant Episcopal Church of the Diocese of Virginia. By Philip Slaughter, D. D., Historiographer of the Diocese. Cambridge: John Wilson & Son. 1885. Price, 50 cents.

This Memoir is republished, with additions, from the series of "Memorial Biographies" of the New England Historical Genealogical Society. The graces of the man and the greatness of his work are told with the clearness and elegance so characteristic of Dr. Slaughter's style. This charming sketch will give great pleasure to the hearts of Bishop Meade's many admirers in Virginia and elsewhere, who cherish his memory with the utmost veneration and affection. For sale by Randolph & English, 1302 Main Street.

LECTURES ON THE SCIENCE AND ART OF EDUCATION, with other Lectures and Essays. By the late Joseph Payne, the first Professor of the Science and Art of Education in the College of Preceptors of London. Reading Club Edition. Indexed by Headlines and with full Analyses. By C. W. Bardeen. Syracuse: C. W. Bardeen, Publisher. 1885. Price, paper, 50 cents; cloth, \$1.00.

The value of this work to the teacher has been too recently stated in the *JOURNAL* to make a repetition necessary. It only remains to note the advantages of the present edition. It has been prepared with special reference to the needs of Reading Circles. The editor has, therefore, 1. carefully indexed the pages by headlines—the left giving the title of the lecture and the right the particular topic under discussion—and 2. he has followed each lecture by a minute analysis, convenient both for review and for a comparison with the treatment of the same subject in other lectures. Its intrinsic value and its cheapness ought to induce every teacher to own a copy.

A PRACTICAL ARITHMETIC. By G. A. Wentworth, A. M., Professor of Mathematics in Phillips Exeter Academy, and Rev. Thomas Hill, D. D., LL.D., Ex-President of Harvard College. For Grammar Schools. Boston: Published by Ginn & Co. 1885. Mailing price, 85 cents.

The authors have adopted as the basis of their book the principle that *the child learns to do by doing*. They have, accordingly, given a large number of examples for the pupil to work out. Decimal fractions are introduced along with whole numbers, the theory being that pupils learn both systems of notation with equal readiness and without confusion when not complicated by association with common fractions. Large space is given to the discussion of the metric system and many examples are given that the pupil may acquire facility in its use. The book is well arranged and seems to be an excellent working book for grammar schools.

NEW AND COMPLETE ENGLISH-GERMAN AND GERMAN-ENGLISH POCKET DICTIONARY, with the Pronunciation of both Languages, Enriched with the Technical Terms of the Arts and Sciences. For the Use of Schools and Business men. By Dr. J. F. Leonhard Tafel and Louis H. Tafel, A. B. Tenth Edition. Philadelphia: Published by I. Kohler. 1885. Price, \$1.00.

In issuing a new edition of this handy dictionary the authors have taken pains to omit many obsolete words and to introduce many new words and especially many technical terms and idiomatic expressions. The close contact between the Americans and the Germans makes facility of communication very important. The authors have made a desirable contribution in this direction by the publication of the volume before us.

NATURAL HISTORY SERIES—Neighbors with Wings and Fins, and some others. For Young People.

NEIGHBORS WITH CLAWS AND HOOFS, and their Kin. For Boys and Girls. By James Johnnot, New York: D. Appleton & Co. 1885.

These two books form Nos. 3 and 4 of "Appleton's Instructive Reading Books." The series is so graded as to furnish useful and interesting reading for children at their several stages of advancement. The successive volumes combine supplementary reading with suitable instruction in Natural History. They are fully and beautifully illustrated. The author by entertaining stories and brief poems arouses and keeps alive the interest of the children, imparts many valuable facts and starts them on a line of new and interesting inquiry.

PRACTICAL WORK IN THE SCHOOL-ROOM. Part I. A Transcript of the Object Lessons on the Human Body. Given in Primary Department Grammar School No. 49, N. Y. city. Price, 75 cents. Part III. Object Lessons on Plants: An Elementary Botany for Primary, Intermediate and Grammar Grades, including a Transcript of Lessons given in Primary Department Grammar School 49, N. Y. city. New York: A. Lovell & Co. 1885. Price, \$1.00.

These are two very valuable manuals for teaching the subjects of which they treat. Many teachers need only to know *how* to conduct recitations. This is especially true of elementary instruction. These books supply in detail just the information needed. They are the work of experienced teachers and have grown up in the school-room. We commend them, with confidence, to our fellow-teachers.

THE EDUCATION OF MAN. By Friederich Froebel. Translated by Josephine Jarvis. New York: A. Lovell & Co. 1885.

In the Preface Miss Elizabeth P. Peabody says, "This first work of Frederic Froebel is imperatively called for by the American public, which has become so widely impressed with the value of his System of Education—a system (which) embodies the wisdom of ages and is founded upon a deeper insight into the nature of children than has been expressed by any others, with the exception of him who pronounced them "of the Kingdom of Heaven * * * His work is addressed to mothers, whom he thought, at the moment, the only persons competent to educate children into the harmony of heart, intellect, and hand, during the first seven years of their age. It has in it all the elements of kindergarten nurture; for it tells what children need and must have for development." The subject is discussed under four general heads: 1. Foundation of the whole, 2. Man in the period of his earliest childhood, 3. Man as a Boy, and 4. Man as a Scholar. This is Froebel's most systematic work, and with "Mother-Love and Nursery Songs," already in use, and a volume soon to be published, constitute all his written works.

OTTERDALE; OR PEN-PICTURES OF FARM LIFE, AND OTHER POEMS. By Graham Claytor, Liberty, Va. Richmond, Va.: J. W. Randolph & English. 1885. Price, 75 cents.

These are, indeed, pleasant pictures of country life, corresponding with the experience of every one who has lived in the country and loved it, enlisting his sympathy and commanding his approval. The frontispiece is the work of our Richmond artist, W. L. Shepherd.

For sale by Randolph & English, 1302 Main Street.

Publishers' Notes.

"The Natural Method" No. 3, Vol. II, will be sent on application to students and teachers of languages. Stern's School of Languages of N. Y. City, New York.

After an experience of some years without a Spelling Book, the Public Schools of Cincinnati have re-introduced McGuffey's Speller, placing the revised edition in five grades of the District Schools. The action of the City Board of Education in adopting McGuffey's Revised Speller was unanimous.

The Magazines.

THE ATLANTIC MONTHLY for September. Contents: The Princess Casamassima, book first, I-III, Henry James; The Laureate of Death, W. D. Howells; A Taunt, Maurice Thompson; A Country Gentleman, XXVII-XXIX, M. O. W. Oliphant; A Diplomatic Episode, S. J. Barrows; The New Portfolio, XVII, XVIII, Oliver Wendell Holmes; Mondamin, Edith M. Thomas; Childhood in English Literature and Art, I, Horace E. Scudder; When Lesser Loves, J. C. R. Dorr; Mining for a Mastodon, Angelina Teal; On Horseback, III, Charles Dudley Warner; Beneath the Veil, J. L. Allen; Ancient and Modern Greek, William C. Lawton; The Poetic Element in the Medieval Drama, David Colt; General Gordon at Kartoum; McMaster's Second Volume; Central Asia; The Contributors' Club; Books of the Month.

POPULAR SCIENCE MONTHLY—Contents for September: The Relations of Railway Managers and Employees; The Present Aspect of Medical Education; Insect Fertilization of Flowers, (illustrated); Origin of Man and the other Vertebrates (illustrated); An Experiment in Primary Education, II, by Dr. Mary Putnam Jacobi; The Fauna of the Seashore; Siberia and the Exiles; How Spelling Damages the Mind, by Frederick A. Fernald; Sunlight and the Earth's Atmosphere (illustrated); The Science of Morality; Recent Progress in Biology; The Primitive Ghost and his Relations; The Physiology of Colors; Sketch of Dr. Gustav Nachtigal (with portrait); Correspondence; Editor's Table: Science versus Immorality; The Study of Facts; Literary Notices; Popular Miscellany; Notes.

CONTENTS OF ST. NICHOLAS for September.—Frontispiece: "A Trip Around the World," In September, poem; Sheep or Silver (concluded)? two illustrations; The Dreamland Sheep, a charm; The Battle of the Third Cousins, Frank R. Stockton, four illustrations; A Game of Domino Ten-Pins, picture; Bonnie Jean; The Little Gray Pocket, verses; That Terrible Jack-knife (illustrated); His One Fault (continued), J. T. Trowbridge, two illustrations; From Bach to Wagner, VI. Schubert; My Sweetheart, verses; A September Day on the Lake, full-page picture; "Little Maid, Pretty Maid," Jingle; Driven Back to Eden, chapter VIII, E. P. Roe, two full-page illustrations; The Owl, the Pussycat, and the Little Boy, illustrated, Jingle; Spider of the Sea, nine illustrations; A Great Financial Scheme, two illustrations and illustrative head-piece; By the Sea, full-page picture; Among the Lawmakers (continued), two illustrations; Lady Golden-Rod, poem, illustrated; How Paul Called off the Dog; The Jaunty Jay, Jingle; Nicknames; The Hunter's Moon, picture; The Children of the Cold, VII, Lieutenant Frederick Schwatka, two illustrations; The Inventor's Head (illustrated); Daisies, verses, (illustrated); Our Music Page, Little Peek-a-Boo; Jack-in-the-Pulpit (illustrated); For Very Little Folk, the Little Red Hen (illustrated); Editorial Notes; The Letterbox (illustrated); The Riddlebox (illustrated); The Agassiz Association; Cartoons for Children.

THE SEPTEMBER CENTURY—Of greatest public interest among the contents of the September CENTURY are General Grant's article on "The Siege of Vicksburg," the forcible frontispiece portrait, after a photograph taken when General Grant was President (with which is given a facsimile of his first signature on the army pay-account as "General Retired"); and a communication from General Grant, dated Mt. McGregor, June 22, in which he withdraws what was said by him in THE CENTURY of last February in regard to the conduct of "General Lew Wallace and General McCook at Shiloh." "A Woman's Diary of the Siege of Vicksburg" gives an inside view of the hardships and anxieties suffered by the beleagued. The "Memoranda on the Civil War" embrace, "Who Projected the Canal at Island No. 10?" "The Charge of Cooke's Cavalry at Gaines's Mill;" "Recollections of a Participant in the Charge," and a continuation of the discussion in regard to "General Beauregard's Courier at Bull Run."

Lieutenant Schwatka's paper on "The Great River of Alaska," which has a special interest, is profusely illustrated. It describes the journey of the Government party of exploration commanded by him over the coast mountains of Alaska into British Columbia and their raft journey from the head-waters of the great Yukon River down to the ruins of Fort Selkirk. Mr. Howell continues his charming and beautifully illustrated Italian paper, with a second article on "Panforte di Siena." Miss Alice Maud Fenn describes the pastoral attractions of England in a paper entitled "Among the Red Roofs of Sussex," profusely illustrated.

The short story of the number is a war story by Mrs. Burton Harrison entitled "Crow's Nest," containing two full-page illustrations. This number contains the eighth part of Henry James's serial, "The Bostonians."

THE NORTH AMERICAN REVIEW for September. Contents: Shall our National Banking System be Abolished? F. J. Scott, G. S. Boutwell, E. H. G. Clark, S. D. Horton. Tendencies of English Fiction "Ouida." Reminiscences of Famous Americans, Jno. R. French. Decay of Ecclesiasticism, R. Heber Newton. The Great Physical Opportunity. Elizabeth Stuart Phelps. Naval Tactics of the Future, Woods Paasha. Grant's Memorial—What Shall it be? L. Thompson, C. Vaux, W. H. Beard, K. Gerhardt, H. Van Brunt, O. L. Warner, W. McDonald, Clarence Cook. Comments, Geo. W. Julian, J. C. Peters, C. O'O. Henney, C. K. Whipple, M. J. Savage, A. H. Witherbee, P. Bliss, O. T. Jamieson.

LIPPINCOTT'S MAGAZINE for September. Contents: The Truth About Dogs, By F. N. Zabriskie. Bena's Warning, A. Story, By W. W. Crane. Muster-Day in New England, By F. G. Mather. The Story of a Story. By H. E. Scudder. Roses of Yesterday and To-day, By A. K. Hamilton. A Hoosier Idyl, By L. C. Jones. A Chapter of Mystery, By Charles Morris. The Story of an Italian Workwoman's Life, By M. L. Thompson. "On this Side," Miss F. C. Baylor's popular serial story, is concluded in this issue. A number of short stories, poems, and articles of interest upon current topics also appear.

OUR LITTLE ONES AND THE NURSERY for September, abounding in pleasing stories and beautiful pictures.

EDUCATION. Contents for the September-October number: What is the True Function of a Normal School? Thomas J. Morgan, Prin. Normal School, Providence, R. I. Teaching History in Secondary Schools, H. P. Judson, Univ. Minn. About the Minds of Little Children, Rev. M. J. Powers, S. J. What an American University should be, Rev. James McCosh. The New Education in the New South, A. D. Mayo. Notes on the Educational Exhibit at New Orleans, F. Louis Soldan. A Brief Review of German Spelling Reform, Otto Wollermann. Changes from King James' English, Henry A. Ford, Detroit. Foreign Notes.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Peabody Scholars.

Dr. Eben S. Stearns, Chancellor of the State Normal College at Nashville, Tennessee, has kindly furnished us a roll of all the Peabody scholars that have ever attended the College from Virginia. The list shows when they entered, and date of leaving, as well as the rank and grade of each.

We are glad to note that the class from Virginia has improved in rank and grade, and we trust that the class that enters this year will excel any that has preceded it.

The following is the list referred to :

SCHOLARSHIP STUDENTS FROM VIRGINIA.

October, 1877—1878, May 29.

	RANK.	GRADUATED.	LEFT.
Oct. 1877—Emma M. Moseley.....	82,	May '79.	
“ Arthur G. Moseley.....	90,	“	
“ John A. Dunford.....	55,		May '81.
Jan. 1878—Thos. Ellis.....	66,		May '78.
“ Frank F. Ellis.....	60		Dec. '79.
Feb. 21, '78—Benj. T. Eldridge, Jr.....	38,		May '78.
Jan. 1878—Cornelia F. Thomas.....	79,	May '79.	

October, 1878—1879, May 27.

Same as preceding year. Thomas Ellis and Benj. Eldridge left.

October, 1879—1880, May 25.

	RANK.	GRADUATED.	LEFT.
Oct. 1879—William D. Thornhill.....	77,	May '81.	
“ Brooksie M. Stephenson.....	52,		May '80.
“ Erminia M. Stephenson.....	42,		“
“ Sallie W. Patteson.....	88,	May '81.	
“ Susie M. Johnson.....	75,	“	

Oct. 1879.—Mary J. Patteson.....	75.	May '81.
“ Annie J. Paulin.....	94,	“
Dec. 1879—Richard L. Walton.....	60,	Dec. '80.

October, 1880—1881, May 26.

	RANK.	GRADUATED.	LEFT.
Oct. 1880—Jesse A. Carter.....	77,		Oct. '82.
“ John A. Twyman	65.		May '81.

October, 1881—1882, May 31.

	RANK.	GRADUATED.	LEFT.
Oct. 1881—James N. Ellis.....	63,		May '82.
“ John G. Fisher.....	51,		“
“ Bessie Bulheck.....	78,		“
“ Loula J. Ellis.....	90,	May '83.	
“ Ella W. Farrar.....	84,	“	
“ Mabel B. Twyman.....	51,		May '82.
Nov. 1882—Lucy P. Moseley.....	85,	May '83.	

October, 1882—1883, May 28.

	RANK.	GRADUATED.	LEFT.
Oct. 1882—Robert H. B. Keeney.....	93,	May '84.	
“ William W. Millan.....	90,		Feb. '84.
“ Francis E. Nichols died (R. R. accident) August, 1883,	87.		
“ Virginia M. Brown.....	82,	May '84.	
“ Mattie L. Carnefix.....	70.		Dec. '83.
“ Georgie M. Shearer.....	82,		Mar. '84.
“ Maude W. Tappey.....	91,	May '84.	

October, 1883—1884, May 28.

William L. Andrews.
Mary P. Carruthers.
Mary Rohleder.
Annie C. Thacker.

Those persons marked as “*left*,” generally did so on account of low scholarship.

EBEN S. STEARNS, *Chancellor, &c., &c.*

By reference to the census of teachers for year ending July 31st, 1884, we find the following Peabody scholars were teaching in the public schools of Virginia in the counties named, viz : Miss Ella W. Farrar, Albemarle ; Miss Mary G. Patteson, Amherst ; John G. Fisher, Appomattox ; Miss Sallie W. Patteson, Buckingham ; J. A. Twyman, Buckingham ; M. B. Twyman, Buckingham ; J. N. Ellis, Buckingham, Miss Mattie L. Carnefix, Appomattox ; Miss Loula Ellis, Petersburg.

By reference to census of teachers for year ending July 31st, 1885, we find the following additional scholars teaching, viz : Jesse A. Carter, Fluvana ; Robert H. B. Keeney, Franklin. Thus the records show that out of the thirty-five who were awarded scholarships and who matriculated, only eleven have attempted to comply with their obligation to teach at least two years in the public free schools of Virginia. Of course it is possible that some may have taught in the public schools of the State prior to the date of the first census of teachers. We hope that if such is the case, they will send us their names, as we do not want to do any one injustice, and are only aiming to obtain an accurate record of all who have been awarded Peabody scholarships, and whether or not they have complied with their obligation to teach at least two years in the public free schools of the State.

So far as we are concerned, we do not intend to be *misunderstood* in the future. These scholarships have been created to give young men and women, who *intend to devote their lives* to teaching, an opportunity to make themselves proficient in their chosen profession, and are not intended to *furnish an education* to a *few fortunate* ones who propose to follow some other business as their life work. We have awarded the scholarships this year only to those who have obligated themselves to teach at least two years in the public schools of the State, and to sign a *contract* to make teaching a profession. We know that out of a population of 1,512,565, with 6,557 teachers, we can always find fourteen young men and women who are anxious to devote their lives to teaching and who are qualified to fill the scholarships, and who are justly entitled to them. We know that there is no time prescribed when Peabody scholars shall teach the two years in the public schools of the State, and therefore earnestly hope that all our students will, sooner or later, comply with their obligation.

School Work for the Year ending July 31st, 1885.

In addition to the annual reports from superintendents which were referred to in the last number of the JOURNAL, we have received the following: Albemarle, Botetourt, Brunswick, Buchanan, Buckingham, Charlotte, Chesterfield, Dickenson, Essex, Fauquier, Giles, Gloucester, Goochland, Henry, King & Queen, Lunenburg, Mathews, Montgomery, New Kent, Nottoway, Petersburg, Pulaski, Rockingham, Shenandoah, Smythe, Tazewell, Warren, Warwick, and Wythe, which completes the list with but one exception, to-wit: the report of *Dr. Bruce A. James*, of Franklin county, which we hope will reach us before the *annual report* of the Department is *published*. The reports sent in by some of the superintendents are very imperfect and always will be until they give more attention to the business details during the year. It is impossible to let things go wrong all the year and then at the close to make the report show that they have been conducted *right*. If superintendents will give close attention to the methods of conducting the school business as pursued by their various boards, and will see that the accounts are started and kept correctly, their duties, when they come to make up their annual reports, will be much lightened.

This is the first year in the history of the schools that the reports were all filed by this time. Tables 1, 2, and 3 of the annual report of this Department are ready for the printer, and just as soon as the financial parts of the delinquent superintendents' reports have been corrected the other tables will be prepared and given to the Public Printer. This shows what promptness will do. The superintendents are now free to devote their time to the school business of the year without having to worry over what is past. The summaries show a healthy increase in enrollment and average attendance and though there were fewer new schools opened than for the previous year, still the number is creditable.

Virginia Normal and Collegiate Institute.

The Board of Visitors of the above institution, at an adjourned meeting held at the college building on September 10th, 1885, elected the following faculty for the ensuing year:

Principal, James M. Colson, and the following assistants: James Storum, Mrs. I. R. Harris, W. H. Smith, John Carter, Miss S. P.

Gregory, Mrs. Elnoire Penister, R. F. M. Norton, D. B. Williams, Robert Whiting ; Musical Instructor, Miss Carrie Bragg.

The school opened the 15th day of September, 1885, with a very promising outlook. The Board of Education has approved the faculty elected, and has directed the principal to act as President of the Institution, without additional compensation, until a President is elected.

Award of Peabody Scholarships.

A scholarship has been awarded to D. S. Good, of Shenandoah county. His average grade being 97.

A. A. Cannaday having declined the scholarship awarded him, the vacancy has been filled by the appointment, of Samuel N. Hurst, of Pulaski county, whose average grade is 76.90.

This completes the number to which Virginia is entitled for the present year.

Will the Coupons Affect the Schools?

This question is being asked us from all directions, and whilst our faith is strong, we fail to see how the schools can escape this "cut worm" for the present and future, unless the Legislature shall pass some law which shall again remand the coupons to their proper place. We hear of combinations being formed to consolidate taxes so as to pay them in coupons, and of suit after suit being brought to force the collecting officers to take the coupons in payment of taxes, and we fear that by Fall it will only be a matter of form to be gone through to enable all the large taxpayers to settle in coupons. This, of course, must affect the school revenue, and if it is allowed to go on, teachers' warrants on the Grandstaff fund will come in competition with the coupons as a taxpaying medium, and cannot be worth any more on the dollar than they are ; so that the value of the coupon will determine the value of the teacher's warrant.

We understand that some have already been paid in to the Auditor on account of taxes. If this is so, and they continue to come in, our funds are in great danger of another misapplication. But we trust that the court proceedings in all coupon cases may be delayed so as to bar the coupons from the treasury until the Legislature assembles and passes some law to protect the schools.

School Business.

We hope that superintendents and trustees will see to it that their schools are started right this year, for, unless they are, there will be trouble the entire session. Too much attention cannot be given to business details. Count the cost of running your schools, and be certain to open no more than you can support for at least five months. You can form a very close estimate as to how much money you will receive, as it ought to be a little in excess of what it was last year. See if you can consolidate the schools with low averages, so as to have larger and better schools and longer sessions. Don't, because you are school officers, open schools at your own gates for the greater accommodation of your own people. Schools should be located as near the centres of population as possible, and a moderate walk will not hurt any of the children. Remember, that the first essential for a good school is a good teacher, and that you cannot expect much talent for very *small* pay. Increase the attendance, and you can increase your teacher's salary, and still diminish the cost of education *per capita*. Small schools may be convenient, but we cannot afford them. More and better work can be done in a school with an average daily attendance of twenty-five than in one with an average daily attendance of fifteen. In one the pupils can be classified; in the other they cannot be.

Now is a good time to inspect your school houses. See that they are in good repair, and all needed desks and apparatus on hand. This is the season to treat the houses to a coat of paint, the oil will soak in and not dry off.

Remember, that you are in charge of public property, and that you are expected to take as good or better care of it than you do of your own. It pays to paint and whitewash, it preserves the property and improves its looks.

Remember the Conference.

The fourth annual Conference of Superintendents will meet in this city the first Tuesday in next February and we desire to make our school exhibit one of its most interesting features. The Legislature will be in session, and we want it to see what our public free schools

are doing. Dr. Curry promises us Peabody *medals* again and we hope to induce him to give us at least one silver medal. When you organize your schools call the attention of your teachers and their pupils to the exhibit. Remember that you all complained last year that you "had not time to do yourselves and your schools justice." That excuse will not pass this year. We want you to *commence now*, there is no time to lose. The paper will be sent you by the time you get the schools alive to what you want. The exhibition will embrace the same line of work as that of last year. Arrange so as to have a county exhibition before you forward the work to this Department.

Substitute Teachers.

No teacher is eligible to act as a substitute until he has complied with all the laws which prescribe the qualification of a regular teacher, to-wit: must be of suitable age; must hold the superintendent's certificate in full force and cannot act as substitute without the sanction of the board of trustees which controls said school. Any teacher may engage a substitute for a limited time with the permission of the board of trustees, but all reports must be made out in the name of the regular teacher, and the substitute must look to the regular teacher for pay.

New Orleans.

We have received a circular from the Hon. Warren Easton, State Superintendent of Louisiana, informing us that he will have charge of the educational exhibits at the great Exhibition which opens at New Orleans the first of November next, and inviting us to contribute. From the Conference exhibits we will be able to make a much more creditable display than we did last year.

If any superintendent, trustee, or teacher, has a specially fine piece of work done by any of the pupils of our public free schools on any of the subjects named in the Conference circular, we will be glad if they will forward it at once, as we are anxious to make our collections as good as it is possible.

County Histories.

We hope the superintendents who have not sent the school history of their counties will do so at once. It is important—we want to complete the series.

We have received letters from several superintendents asking what we want in these school histories, from which we infer they are ready to put in anything we may suggest, which, of course, would not be history. We want a history of every educational event that has transpired in the several counties from their organization up to the present time ; whether the education was public or private ; reminiscences of the old teachers—the ones who shaped the minds of the grandest men this country has ever produced. *Do your best*, and you may make for yourselves reputations as historians.

Teacher Wanted

For a first-class Country School. Male Teacher preferred.

Address

L. A. MARSTON,
Roxbury, Charles City County, Virginia.

SCHOOL LAW OF VIRGINIA.

(Continued from page 331.)

187. Such donations shall be irrevocable by the donor or his representatives ; but if the authorities of the University, within one year after being notified thereof (which it shall be the duty of the treasurer to do immediately upon the making of such deposit with him), shall give notice in writing to the treasurer that they decline to receive the benefit of such deposit, the same, with whatever interest and profits may have accrued thereon, shall thereupon be held subject to the order of such donor or his legal representatives ; and if at any time the object for which such donation or deposit is intended, by the legal destruction of the University, or by any other means, shall fail, so that the purpose of the gift, bequest or devise shall be permanently frustrated, the whole fund, principal and interest, then unexpended, as it shall then be, shall revert to, and be vested in, the said donor, or his legal representatives.

188. If the donor shall, in such writing filed as aforesaid, reserve to himself or to any other person the power to nominate to any professorship, scholarship, or other place or appointment in the University, or to do any other act connected therewith, and he or such other person shall fail at any time for six months to make such nomination in writing, or to do such other act, the board of visitors may proceed to make such appointment, or to do such act at their discretion.

189. The state of Virginia is hereby constituted the trustee for the safe keeping and due application of all funds which may be deposited in the treasury in pursuance of this act. The treasurer, and the sureties in his official bond, shall be liable for the money or other funds deposited as herein provided, and separate accounts of each such deposit shall be kept by the accounting officers of the state in the same manner as of other public funds.

Colleges and academies ; visitors or trustees to make report.

190. The visitors, trustees, or other body having the government of any college or academy established in this state, shall annually, before the first day of October, make a report to the second auditor, showing the condition of such college or academy, the state of its funds, the amount of its revenue, and the sources whence derived, its accommodations for and the number of its teachers and pupils, its fees of tuition, and the branches of learning taught in the institution.*

* By act passed February 26, 1864, the Medical College of Virginia at Richmond was incorporated. After the first board of visitors, when vacancies occur, the governor supplies the same, selecting the visitors from each of the grand divisions of the state. The visitors and the faculty are required to make an annual report to the second auditor, such as is required by this section, Acts 1863-4, p. 26, c. 37. All such reports are required to be made on or before the 1st of October, annually. See Code 1873, c. 57, § 44, 45. The word "October" in this section has been substituted for the word "November." The act of 1859-60 appropriates \$30,000 for the purpose of enlarging the hospital or infirmary, for extending the college buildings, and for improvement and extension of the college museum : but the appropriation is not to take effect until the college shall convey all its property to the literary

191. If no such report is made from any college or academy which receives any portion of the revenues of the literary fund, or to which any loan has been made out of the said fund, the second auditor shall withhold (until the report is made) the payment of such portion of the literary fund, or proceed to enforce payment of the said loan.

Payment of interest on state stock to colleges and seminaries of learning.

192. The second auditor is hereby authorized and directed to draw upon the public treasury in favor of the proper authorities of any incorporated college or other institution or seminary of learning, academies or manual labor school in this state, or the trustees may hold obligations of this state for any such college, or other institution or seminary of learning, academies or manual labor school, or any department thereof, for all interest which has accrued, or which may hereafter accrue, and as the same may fall due, upon all obligations of the commonwealth, or the James River and Kanawha company guaranteed by the commonwealth, held by or for said college or other institution or seminary of learning, academies, or manual labor school, or to which they may have been entitled on the first day of January, eighteen hundred and eighty-two, so long as they may continue to hold the same: provided no interest shall be paid upon any bonds, the payment of which is forbidden by the constitution.

193. The provisions of this act shall apply to the obligations of the state known as the Dawson fund, held by the literary fund in trust for educational purposes; and also to the dividends on the stock of the old James River company, due and payable or which may hereafter become due and payable by the commonwealth to such college, or other institution or seminary of learning, and held as set forth in the first section.

Scholarships; how established.

194. The board of visitors of the Virginia Military Institute,* and the visitors or trustees of the University of Virginia, and the colleges of William and Mary,†

fund, by deed to be prepared by the attorney-general and approved by the governor. Acts 1869-60, p. 104. By act passed February 26, 1866, (Acts 1866-6. c. 331, p. 438), the sum of fifteen hundred dollars was appropriated for repairs and insurance of the public buildings belonging to the college, and for replacing apparatus destroyed by the troops of the United States.

By act of 1866-6, c. 130, p. 224, amended by act of 1871-2, c. 69, p. 48, the land scrip donated by congress to the state was directed to be sold and the proceeds, by a subsequent act (1871-2, c. 234, p. 312), were appropriated in the proportion of one third to the Hampton Normal and Agricultural Institute, in the county of Elizabeth City, and the remaining two-thirds to the Virginia Agricultural and Mechanical College at Blacksburg, in the county of Montgomery. These acts are inserted in chapter 77, Code of 1873.

In 1871-2 an act was passed to incorporate Jefferson College, in the county of Giles; required to report its condition to the Board of Education. Acts 1871-2, c. 180, p. 240. See also act to incorporate Norwood College. Acts 1871-2, c. 208, p. 270.

* The laws relating to this institution are to be found in Code 1873, c. 31. Those relating to the University of Virginia, in chapter 80, § 1 to 14 inclusive. By an act passed April 16, 1870, (Acts 1869-70, c. 51, p. 62), the annuity to the institute for the year 1870 was made payable in advance. A similar act was passed in 1871 (Acts 1870-71, c. 300, p. 394).

† In 1660-61 it was directed that land be obtained for a college (Hen. Stat. vol 1, p. 25, c. 23), and that a petition be drawn up to the king for letters patent—to gather the charity of people in England—(Id., p. 30, c. 36). The governor, council of state, and burgesses severally subscribed considerable sums of money and quantities of tobacco; and it was ordered that the commissioners of the county courts subscribe, and that they and the vestries of the parishes take the subscriptions of others.—Id.,

Hampden Sidney,* Washington,† Randolph-Macon,‡ Henry and Emory, and Richmond, may respectively establish scholarships in such institute, university, and colleges under such regulation as they may prescribe.§

Funds therefor to be invested; donations irrevocable; donor's right to nominate pupils.

195. Whenever any persons shall deposit in the treasury of the state, or bequeath money to be so deposited, or devise or bequeath property to be sold, and the proceeds so deposited, for the benefit of such institute, university colleges and academy, to such an amount that the interest thereof will be sufficient to educate and maintain thereat one or more cadets or students, the said fund shall be invested in state stock in the name and for the benefit of such institution. Such donation shall be irrevocable, but the donor, or his heirs, or their guardian, if they be under twenty-one years of age, shall have the right to nominate and place in such institution one or more cadets or students, according to the regulations aforesaid.

Provision, if donor fail to nominate.

196. If such donor or his heirs, or such guardian, shall fail for one year to nominate as aforesaid, the said board of visitors, or trustees, may appropriate the income of the said fund to the education and maintenance of indigent cadets or students, to be selected by them from the state at large.

How society of alumni may provide a scholarship.

197. The society of alumni of any institution aforesaid may provide for and maintain a scholarship therein, by annual contributions, under such regulations as may be prescribed as aforesaid.

37. Under a charter, bearing date the 8th of February, in the fourth year of the reign of William and Mary, the college was established by this name, near the church then standing in Middle plantation old fields.—3 Hen. Stat., 122, c. 3. Other acts were afterwards passed for the better support of the college.—11., p. 123, c. 4; vol. 4, p. 74, c. 3; p. 148, c. 1, §20; p. 432-3, c. 15, §9, 10; vol. 5, p. 236, c. 9; p. 317, c. 1, §18; vol. 6, p. 91, c. 35; vol. 7, p. 295, c. 13, §2; vol. 8, p. 335, c. 6. Under its charter, the college had a representative in the general assembly.—Id., vol. 7, p. 529, c. 1, §27; vol. 8, p. 317, c. 1, §24. It was deprived of this in 1776 by the operation of the constitution.—Id., vol. 9, p. 55, c. 4, §4; note, p. 114, art. 5. After the revolution there was vested in it the land adjoining Williamsburg, called the palace lands, and some other property not required for public uses (Id., vol. 11, p. 406, c. 34, §3); and for some time there was appropriated to it a sixth part of the surveyor's fees (Id., p. 310, c. 4, §1). The reservation to the college of a part of the surveyor's fees, as well as that of certain counties in favor of Randolph Academy, was struck out at the revision of 1819; see 1 R. C., p. 324, note rected. The charter of the college is recited in the case of *Bracken v The College*, 3 Call, 673; 1 Call-161; a case involving the power of the visitors to change the schools and put down professorships.

* The college of Hampden Sydney was incorporated by an act of May, 1783. See 11 Hen. Stat., 772, c. 28, and 1 Munf. 324.

† By an act approved February 4, 1871 (Acts 1870-71, c. 64, p. 60 to 62), the charter of Washington College was modified, and the name thereof changed to Washington and Lee University. See also Acts 1865-6, c. 328, p. 433 to 435.

‡ By act approved March 29, 1871 (Acts 1870-71, c. 224, p. 326), the sum of \$110.16 was refunded to Randolph-Macon College for taxes illegally assessed upon the college property.

§ The words "Bethany and Rector, and the Northwestern Academy in Harrison county," are omitted. These institutions are now located in West Virginia.

VIRGINIA MILITARY INSTITUTE.*

Name of school; its annuity for support.

198. The military school established in the county of Rockingham, near the town of Lexington, shall be continued under the name of "The Virginia Military Institute," and for the support of the said school the sum of fifteen thousand dollars shall be annually paid out of the public treasury." †

* An act of the 8th of February, 1816 (Acts 1815-16, p. 32, ch. 16), required the Executive to select and purchase three proper situations for arsenals; one on the western side of the Alleghany, and two on the eastern side thereof, above the city of Richmond, and to have buildings erected for the preservation of the arm- and fortifications for the defence of the arsenals. The Executive had a discretion as to which should be built first, and that first erected was to be supplied with certain arms and guards before another was commenced. See act in Code of 1819, p. 93, ch. 36, for regulating the militia, contained in § 108 to 113, and the act of February, 1816. Under those acts the Lexington arsenal was established. Further provision on the subject was made by the acts of 1823-4, p. 34, ch. 31, § 1, 2, 4; 1826-7, p. 10, ch. 6, § 1, 6; 1827-8, p. 10, ch. 9; and 1834-5, p. 21, ch. 21, § 1 to 4. By the act of 1823, so much of the previous acts as provided for erecting any arsenal, not heretofore erected, was repealed.

On the 22d of March, 1836, an act was passed (Session Acts 1835-6, p. 12, ch. 12 (for reorganizing the Lexington arsenal and establishing a military school in connection with Washington College. This act was amended by that of 1836-7, p. 20, ch. 22. And the two acts were amended and reduced into one by that of 1839, p. 17, ch. 20, which has since been amended by the acts of 1840-41, p. 55, ch. 28; 1841-2, p. 21, ch. 24; Id., p. 22, ch. 26; 1844-5, p. 17, ch. 19, § 1.

On the 8th of March, 1850 (see Acts 1849-50, p. '6, ch. 19), an appropriation was made for the erection of a new barracks for the cadets; and by act of 29th May, 1852, this act was repealed, and \$30,000 was appropriated for this purpose. An additional appropriation was made for the same purpose on the 1st March, 1851; Acts 1853-4, p. 31, ch. 42; and by act of March 31, 1858 (see Acts 1857-8, p. 115, ch. 162), \$25,000 more were appropriated to complete these buildings, enclose the grounds and procure a supply of water for the Institute.

The act of 1859-60, p. 103, ch. 7, contains a preamble, reciting "that the present buildings at the said Institute are insufficient for the purposes of the school as a military organization, and that additional appropriations are absolutely required to provide additional accommodations for cadets and for the support of the school, and that the corps of cadets in the course of their regular military education may readily be employed to prepare such munitions of war as may be demanded by the wants of the State: and appropriates \$20,000 "for the erection of such additional buildings as may in the judgment of the Board of Visitors be demanded for giving effect to the purposes of the act; the amount to be drawn in two annual payments: one-half in 1860, and the other half in 1861, upon the order of the Board of Visitors." The act took effect on the 28th of March, 1860.

By joint resolution adopted on the 8th of March, 1856, the Governor was authorized to contract with William J. Hubbard for a bronze cast of Houdon's statue of Washington, to be placed at the Institute, and ten thousand dollars was appropriated therefor. This statute has been erected. 1855-6, p. 291, Res. No. 12.

In 1861, Act 1861, ch. 36, p. 58, an act was passed appropriating the sum of one thousand dollars, or so much thereof as may be necessary, to be applied under the direction of the Governor for the removal of the remains of General Harry Lee from the cemetery of P. M. Nightingale, Esq., in the Island of Cumberland, Georgia, to the public grounds of the Lexington Military Institute, and for erecting over them a suitable monument.

† This section has been altered. It read in the edition of 1860 "the sum of seven thousand seven hundred and ten dollars shall be annually paid out of the public treasury, and in addition thereto fifty-five hundred dollars shall be annually paid out of the surplus revenue of the Literary fund, as directed by the fourth section of the seventy-ninth chapter," and by the 13th section the additional sum of five thousand seven hundred and ninety dollars is appropriated annually, which makes the sum of fifteen thousand dollars. That latter amount is omitted in the 13th section. By act of 1869-70, ch. 259, § 67, p. 417, the 79th chapter is repealed, and consequently the appropriation of the fifteen hundred dollars, contained in the fourth section is also repealed. In consequence of this, an appropriation of fifteen thousand dollars has been regularly inserted into the annual appropriation law, which thus restores the amount now inserted into the section. See Acts 1870-71, ch. 307, p. 403; 1871-2, ch. 386, p. 487. There have been several acts passed providing for the advance payment of the annuity to the Institute for several years, but these laws are omitted as temporary. Acts 1869-70, ch. 51, p. 62; 1870-71, ch. 300, p. 394.

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No. 10.

Further Hints to Teachers.

The most important of all teaching is the instruction of young children in the elements of knowledge. The accuracy and profitability of one's acquaintance with any subject depends very largely upon his exact knowledge of its elements. How often have we seen young men, sometimes of excellent powers, turn away in despair or disgust from the higher mathematics or the most valuable applications of Hebrew and Greek, because they never really understood algebraic addition and subtraction, or never could conjugate a verb and be sure they were right. To unlearn what was once learned wrong, or to begin again and work patiently through the long neglected elements, is a task of grave difficulty, which only the highest class of students will effectually accomplish. How seldom does a grown man who spells badly succeed in thoroughly correcting the fault. We did once hear of a young lady whose first letter to her sweetheart had to pass under her older sister's inspection for correction of the dreadful spelling, and who, feeling the extreme pressure of the situation, went bravely to work and in a few months learned to spell correctly ; but, having had no means of judging, we have always felt skeptical as to the completeness of her success. And besides the fact that a knowledge of the "elementary branches" forms the foundation of all knowledge, there is something still more important. Young children in their first years at school form their mental habits as to all acquisition of knowledge, and no habits whatsoever are harder to correct. They learn to be accurate or inaccurate, superficial or thorough, honest in recitation or dishonest, thoughtful as to the nature and causes of things or content to recite lessons like a parrot ; and these good or evil habits go with them to gray hairs and the grave. Who shall arouse the people of this "enlightened" age and country to appreciate the importance of elementary teaching, and to select, respect and pay the elementary teacher accordingly? Here is the real difficulty. Normal schools do something to stimulate the

present teachers ; but it is only in proportion as a better educated generation shall become the parents that the evil in question will begin to be corrected.

We respectfully offer some brief hints to elementary teachers.

English spelling is the hardest to learn of all civilized languages, and becoming harder for every succeeding generation, since pronunciation is constantly changing, while the characters employed stand fast. It is a pitiful bondage to which our children are subjected in acquiring this great mass of uncouth orthography. But there is one consolation, a child that becomes a really good speller of English can learn anything, you may be sure, that depends upon mere accurate observation and recollection of facts. This early drill is very encouraging to those who have a natural turn of mind for it, though sometimes very disheartening to others. It requires no small tact to give proper stimulus and encouragement in regard to it, and yet not utterly repel or seriously dishearten the class of pupils who can never become accurate spellers, and yet some of whom may prove quite intelligent in other respects. A teacher who never had any trouble in learning to spell will sometimes drive a sensitive pupil, who is otherwise constituted, almost to desperation. Yet it will never do to tell the school that accuracy in spelling is a matter of little importance ; so there must come in your tact. Spelling should be learned not merely by vocal recitation, but as largely as possible by writing. Do you not know, O most accurate teacher, that when sometimes just a little at a loss yourself, you only need to write the word down in both ways, and at once you determine which is right? Let that experience convince you that we learn spelling largely by the eye. With the slate and the blackboard and the pleasant little juvenile "composition," you may add greatly to the result of the regular spelling lessons. And in the reading lessons how much might be done by marking certain words with your pencil as the pupil reads on, and then asking the class to go back and look sharply at each of those words. Many practical expedients will suggest themselves from time to time, if the teacher appreciates the difficulty of the task, and wishes to relieve and assist the poor suffering innocents who are really toiling like oxen, badly yoked and up hill.

To read well is among the most charming of human accomplishments. It obviously follows that high excellence in that respect cannot be universal or even general. But we are persuaded that a large proportion of moderately intelligent people could learn to read agreeably, and not a few to read so well as to give very great pleasure to

their friends. The requisites to good reading are quick apprehension of the thought, ready sympathy with the sentiment, correct, easy and musical enunciation, and for the rest that subtle undefined something which we call personal magnetism, and which acts in reading to others as it does in oratory. As to this last you can teach only by practice, and by your own contagious sympathies. But in all the other respects there is no limit to the possible instruction. Two things are of the greatest importance in a child's reading lessons ; the matter read should be thoroughly understood, and it should awaken a lively interest. The teacher may regard these points in the selection of reading lessons, and in the way of explaining them, and perhaps making them more vivid by description or dramatic utterance. It is a great gain when children can be encouraged to read aloud at home, not for the purpose of showing their proficiency, but because they have something to read that is interesting and will be enjoyed by the family. And whether at school or at home, young children are greatly benefited by reading in turn with older people, whether in dialogues, or in successive portions Scripture or verses of a hymn. Correct pronunciation is certainly a matter of very great importance, and many teachers of good talents need in this respect to improve themselves as well as their pupils. But let us not be punctilious and fussy as to the pronunciation of words in which there is a recognizable difference of good usage. And let the dictionary you happen to use be a servant, or at most a friend, and not a lord and master. It may be gravely doubted whether any really intelligent person should be expected to pronounce every English word exactly as it is pronounced in some particular dictionary, not even if he made the dictionary himself. On not a few points good usage varies, with changes of locality and with the lapse of time. We can only add upon this point that one who professes to teach young children to read should mark well the distinction between reading and that pestilent spouting which in some schools is called elocution.

Happy the child whose teacher understands fractions ! A highly intellectual and cultivated woman of our acquaintance prolonged a visit for several months in order to teach her little nephew the mystery of fractions. He attended a distinguished school, with several instructors, but none of them had made clear to him the real meaning of fractions. Far be it from us to approach that antique mystery in these lucubrations. We had ourselves been teaching school more than three years before we had the least inkling as to what a fraction means, and felt like uttering a joyful Eureka when good Professor

Courtney explained it at the University. To this day we know no higher pleasure in the way of instruction than to teach a bright youth the reason why, in dividing by a fraction, you must invert and multiply. It is perhaps in teaching arithmetic that the danger is greatest of that merely mechanical instruction which is so often observable in large classes, and is therefore particularly to be dreaded in our public schools. What well-known educator has not been taken around in a carriage along with other gentlemen by the energetic Superintendent of public schools in some city, and expected to admire the performances of a crack class in oral arithmetic, when the operations betrayed no sign of thinking, but were performed by dint of a drilling as mechanical as the manual of arms? A mechanical drill in the use of weapons, or in calisthenics, is a very good thing in its place. But school instruction ought to contemplate something more than mere practical facility in the repetition of certain definite processes. Apart from the supreme matter of mental development and discipline, the practical processes of arithmetical calculation,—for example, in bank discount, or in interest where payments have been deferred, are so varied and often complicated that one must have learned to think about arithmetic, or he cannot be trusted to do the work. The Greeks probably gave their pupils as much mental discipline in teaching arithmetic and geometry as we do through the calculus and celestial mechanics. As they had not the so-called Arabic (really Indian) numerals, and represented numbers by letters of the alphabet, the simple processes of multiplication and division required serious mental effort. These readily become for us an almost mechanical process, and geometry is in many respects greatly simplified. Yet, let us nowhere be satisfied with imparting the mere mastery of practical processes, but teach pupils to think. The very word *man* signifies *thinker*, the root being akin to the verb *mean* and the noun *mind*. Do not make bright children mere calculating machines, make them *think*. And do not allow yourself to be a machine for dictation and inspection, but bring your own active mind in contact with the mind of every pupil. Many teachers of large classes find this difficult, of course, but they must strive to overcome the difficulty by every means in their power.

One more article will venture to offer hints as to certain other subjects of elementary instruction.—*Rev. J. A. Broadus, D. D., in Religious Herald.*

Science and the Classics.

[Address of Archdeacon Farrar at the Johns Hopkins University.]

Archdeacon Farrar was introduced. He is tall, of a kindly countenance, and speaks with great eloquence and rapidity. He said: "You must pardon me if I feel a little confused at being called upon unexpectedly to address an assembly like this. I was under the impression until yesterday that I was to have a familiar and perhaps pedantic talk with the students and scholars of the University, and not to address the rank, fashion and beauty of Baltimore. No one can read the reports and publications of this institution without seeing that it undertakes to teach the wide range of sciences. Successive generations of American youth are here to be taught and, self-governed, are to sit at the feet of law. God has many bibles as well as the Bible. He speaks through all the branches of knowledge—psychology, mathematics, history, law, art and sciences.

"In teaching the laws of nature your professors are endeavoring to lead you through nature up to nature's God. The exhaustiveness of the curriculum is nothing less than a distinctive sign of the time. Fifty years ago in England no university of a similar character to this existed. The exclusive education was in the classics in a narrow and pedantic way. Boys were allowed to grow up in ignorance unfathomable—an ocean without bottom and without shores. It was a system by which such boys as Parr grew up as prodigies, and such boys as Humphrey Davy and Sir Walter Scott as little dunces. Boys were allowed to grow up in ignorance of the beauties of English literature, of modern languages, and indeed much that is best worth knowing in the two languages, for which the other branches were ruthlessly sacrificed. Many years were spent, I may say, in *not* acquiring forms of the verbs, or in *not* writing elegiac couplets. The Latin prose, unless it was made up of mosaics from the ancient authors, would have made Quintilian gasp, and their Greek would have made Athenian school-boys laugh. I did endeavor to contribute all in my power toward giving that system its death-blow.

"When I was a young schoolmaster boys were obliged to spend their time writing Latin prose, and not a single English school had a science master. The universities were also cramped. At Cambridge mathematics obtained recognition, but at Oxford mathematics had few adherents. I may speak of these things because they are matters of the past, and we have changed all that and begun to give attention

to every branch of human knowledge. I must pause if I seem to be expressing hostility to the study of those languages. My object was to destroy the absolute autocracy of the classics, not to destroy the study of them. For in them are enshrined the noblest thoughts of the noblest history of the noblest nations of antiquity. My object then was only to plead that the study of Latin and Greek should not be exclusive; now I plead that it should not be excluded. The study of Greek and Latin, thanks to the development of comparative philology, has become a science. We are the children, after all, of the past, and a comprehension of the laws of nature must not exclude the law of man, who is part of nature. The past lives and tingles in every particle of our body. The exclusive domination of Latin and Greek was due to their inherent power. The renewal of the study at the Renaissance let in a flood of light upon mankind, and their riches flowed in like a vernal breeze upon the minds of those cramped by scholasticism. We can appreciate the influence when we read of Erasmus studying by moonlight to avoid the expense of a candle; of Queen Elizabeth's versatility in Latin and Greek, and of Lady Jane Grey, a young girl, neglecting the pleasures of the chase to read Plato's "Phædo." Cobden is reported to have said (I only know it through the newspapers) that a single copy of the *Times* was of more value than the writings of Thucydides, but I cannot agree with that.

"Greek and Latin are worthy of study if only for the beauty and grandeur of the languages. They are among the greatest instruments of thought, and we cannot neglect those languages without damage to ourselves. Besides their beauty and grandeur, they have been enriched by the grandest thoughts of great artists. Greek was not only the language of Homer, of Hesiod, of Plato, of Epictetus, and of Marcus Aurelius, but it is the language of revelation; the New Testament was written in Greek and the Old Testament was translated into it. It was the language of the ancient fathers; of the sermons of Socrates; St. Paul spoke it, and in it St. Chrysostom thundered his words. It is also the language of the modern Athenian newspapers.

"Latin was not only the language of Virgil, of Jerome, of Augustine, but for a long time it was the sole medium of communication between European scholars. It was the language of freedom, of theology from Tertullian to Thomas Aquinas, of legislation from the laws of the twelve tables to those of William the Conqueror. Even now it is the means of communication of strangers of different

tongues. By it the great discoveries were handed down to posterity. Therefore you see that these languages cover vast realms of thought.

"Yet an immense service has been wrought for modern education by the widening of the curriculum. A man may be a perfect scholar in the old, narrow sense, and yet know nothing of the sun, the gulf stream, the trade winds; be ignorant of the nature of rains and dews, of the lightning, the rainbow, the mirage. This age is peculiarly an age of science and progress. In the fifteenth century was Columbus, in the eighteenth Newton, but the nineteenth is of all others absolutely unsurpassed. Our civilization, and especially in this country, has spread with almost indescribable rapidity. The log huts of the woodsmen have grown into cities, mountains have been tunnelled, and the virgin forests have resounded with the noise of the steam engine. Everywhere man has left his mark. It would have been disgraceful if education was to have been left stationary.

"One great reason for satisfaction is that the diversities of the modern education enable men of different minds to follow their bent. The minds of men differ radically. Some men, like my friend the late Dean Stanley, are interested in the nature and thought of man; others breathe most freely in regions of the abstract. Charles Darwin said that at school he had learned nothing with the exception of that which he had taught himself by private experiments in chemistry, and when the head master discovered him, instead of encouraging him he reproached him before all the form with being a "*poco corriente*," which he thought a dreadful name. St. Bernard is so dead to outer impressions that he travels all day along Lake Geneva and then asks where the lake is, while Linneaus is so sensitive to the beauties of nature that when he beholds a promontory standing boldly forth and teeming with beauty, he cannot help falling upon his knees and thanking God for such a world. It is not wonderful, then, that men of such different minds despise each other. It is the scorn of men's mutual ignorance.

"Every ideal university must, therefore, have appliances for the study of the whole circle of human sciences. Let me speak of the immense delights of scientific study. God has placed us in a world which he means us to admire. There are beauties and wonders, and God made them all. It is impossible to measure the difference of degrees of happiness of a man with a seeing eye and a hearing ear and of another who has grown up blind and deaf to his surroundings. God has given us the instinct of beauty, and there is no greater proof of His being than the fact that He has placed around us the

means of gratifying those instincts. It is amazing to think what the world might have learned by grasping the simplest facts around us. But it was only to the mind of Newton that the simple falling of an apple suggested the great law of gravitation. To Watts the condensation of steam upon a spoon revealed the secret of the steam-engine. Galileo, watching the swinging of the great bronze lamp in the cathedral at Pisa and measuring it by the beating of his pulse, discovered the isocronism of the pendulum. Huyghens looked through a piece of iceland spar and put into our hands a means of reading the secrets of the stars. All these things may be called accidents, but they are accidents which happen only to trained and observant minds, and I think that even now there are other open secrets about us, and that the discoveries of modern times might have been made earlier if minds had been properly trained.

"Science is remarkable for its enormous strides. I need but give one illustration—the progress of the science of electricity. The ancient Greeks had discovered that electricity was generated by rubbing a piece of amber. Consider the immense advance since their time. We know now that lightning is nothing more than what a lady may brush from a cat's back or from her own hair. Benjamin Franklin, with nothing more than a boy's kite, a piece of hempen cord, and a key dashed to the ground the majestic power. But what an immense stride has been made since the days of Franklin, particularly in the laying of the first Atlantic cable! Surely this great progress is one of the special glories of science.

"Let me add a word more as to the beneficence of science. She has not only revealed infinite time, infinite space, and infinite organism, but she has been a great archangel, hovering beneficently over mankind. She economizes labor, extends human life, and extinguishes human pain. She restores sight to the blind, mitigates madness, and tramples upon disease. After all these enormous services she ought to be cultivated, and we congratulate the university devoting so much to the subject.

"Whether our education be in the sciences or in the languages, we must set steadily before us the one great object we are to obtain. Some wish to know only to know; some to be known, this is vanity; some to sell their knowledge, this is base covetousness; some to edify, and some to be edified. But the great object is to learn to see and know God here and to glorify Him hereafter. Our education is that we may become profitable members of the church and the community, and hereafter to partake of the glories of an immortal resur-

rection. Whatever removes us from the power of our senses, that elevates us in the scale of manhood, and that is the object of education. Try to be a man. If I don't succeed in being a man I shall never succeed in being anything else. Behind the clerk, the scholar, the man of business, towers the man. It is not right to throw away life in the effort of getting the means of living. 'The truest form of education is education in righteousness and in the essential truths of one of the great forms of religion. We have bodies, but we are spirits, and education in its highest function is education of the spirit. Always be faithful to God, to country, to fellow-men, and to yourselves. It is only a religious education that can give us real happiness and permanent success.'—*Baltimore Sun*.

Items from a Superintendent's Note-Book.

J. M. REED.

From notes taken during my visits to schools last winter, I take the following concerning teachers, which are placed to their credit:

1. Going to school each day in good time.
2. Having a programme prepared which gives proper time for preparing and reciting each lesson; also a sufficient number of recitations for small and large pupils during each session.
3. Keeping the school-room neat and clean and having the stove nicely polished.
4. Making the school-room as attractive as possible by having suitable pictures and mottoes on the walls.
5. Having each day's work carefully prepared before coming to school so as to be able to hear recitations without a book in hand, and give the proper directions to the pupils when the lesson is assigned.
6. Studying not only the subject to be taught, but the disposition of pupils and the best methods of teaching them also.
7. Showing a spirit of improvement, by the inquiries made, the educational journals read, and by attending and taking part in educational meetings. Some teachers take, study, and use three or four educational papers, and some have attended as many as four local institutes in different places, without being allowed the time during the past winter.

8. Giving attention to each pupil in school, and giving such instruction as the disposition and wants of each demand.

9. Calling on the dull pupil to recite as frequently as the bright one, if not more frequently.

10. Speaking to pupils in a pleasant and friendly way, and *asking* them to do certain favors instead of *commanding* them to do so.

11. Teaching each subject so thoroughly that the pupil will not need to spend a large part of next term to get as far as he is at the close of the present term.

12. Considering the comfort and health of pupils by having the house properly heated and ventilated when it is possible to do so.

13. Calling and dismissing classes in an orderly way.

14. Neither talking too loud nor too much.

15. Leading pupils to *think* for themselves by putting subjects in such an order as to invite thought.

16. Giving plenty and a variety of employment to small pupils when they are not reciting—such employment as writing on slate or paper from copy on board; writing reading and spelling lessons, names of objects in the school-room, names of objects of same color, same shape, etc. In some schools teachers had small pupils writing descriptions of pictures and objects; and having them re-write stories which had been related or read in their hearing.

17. Giving a pupil a chance to be benefited by the corrections made on him by having him "try again" immediately after the correction has been made.

18. Having pupils *explain* their work instead of first *reading the figures*.

19. Training pupils to classify and arrange the subjects studied that they may be retained.

20. Having written reviews frequently—"What a person can write out, that he knows."

21. Giving each pupil a report of his work in the different subjects at the close of each month.

22. Assisting pupils when the lesson is assigned, that they will not need to go to the teacher when she is hearing a class to ask her "How do you pronounce this word?"

23. Keeping lessons fresh in mind by reviewing during each recitation.

24. Giving pupils directions which will assist them in learning *how to study*.

25. Giving attention to pupils at noon and recess, and not permitting the school-room to be used as a play house.

26. Getting out of old tracks by using such new methods as are based on the true principles of teaching.

27. Keeping pupils evenly in their work ; not having them ahead in one or two branches and almost, if not entirely, neglecting others.

28. Requiring pupils to do neat work at all times.

29. Making good use of blackboards, maps, charts, etc.

30. Keeping up the interest of school to the last day of the term.

31. Giving directions to the pupils in regard to how to increase their power of study.

32. Requiring so much of pupils that they will not have time for talk or any other disorderly conduct.

33. Not forgetting that the dignity and honor of the profession depends as much on their conduct when out of school as on their teaching when in the school.

34. Having a fixed time for commencing and ending each recitation, also a time for the preparation of each lesson.

35. Making every effort possible to have pupils come on time each day and be regular in their attendance.

36. Becoming acquainted with the parents of the pupils and citizens of the district, and having them visit the school; giving them special invitations to visit the school on a certain day.

37. Many teachers prevent tardiness by having some very interesting subject at the opening of school.

38. Conducting recitations in such a way as to make each pupil responsible for the whole lesson.

39. Having something new and interesting for each day's recitation.

40. Asking questions in the order of the subject, but not in the order of the class.

41. After the questions, naming the pupil who is required to answer, instead of questioning the class in general, and having answers from but a few pupils.

42. Requiring answers to questions to be given in complete sentences.

43. Having the pupil rise to give his answer when a long answer is required.

44. Avoiding leading questions such as would indicate the answer desired.

45. Not prompting pupils, but requiring clear, unhesitating answers without assistance.

46. Not allowing too many trials in a recitation.

47. Condensing questions so as to avoid using so much time with the questions that there will be but a short time for pupils to answer.

48. In some subjects teachers have had the pupils to ask the questions with very good results. This was done without any book in the hand of the pupil, each one asking two or three questions on the subject. Frequently this is a quick and good way to conduct reviews.

49. Studying the "art of questioning," so as to be able to question quickly and in a logical order, and completely test the pupil's knowledge of the subject, lead him to study, think, thoroughly understand and explain the subject under consideration.

50. Training pupils to study quietly, recognizing the fact that pupils study with their *brains*, not with their *lips*.

51. Teaching their pupils to classify their work and recite from these outlines, thus saving time and giving the pupils a valuable training.

52. Not permitting pupils to prompt another while he is reciting.

53. Making each class exercise include *reciting* and *teaching*.

54. Having much reciting by the topical method, that pupils may have a chance to cultivate the power of expression.

55. Making good use of the encyclopædia and dictionary in schools which are fortunate enough to have a reference book.—*The Teachers' Assistant*.

Suggestions to Pupils.

CONCERNING SCHOOL.

1. Attend quietly to *your own business* at your own desk.
2. Be attentive and respond cheerfully to every school requirement.
3. Move quietly and quickly through the halls and in the room.
4. Recite promptly and pleasantly, but do not waste time by pretending to recite when you know that you do not know.
5. Avoid all things which tend to disturb the school or annoy others.

CONCERNING OUT OF SCHOOL.

1. Go to and from school in such a manner as not to disturb any one.

2. Go directly home at close of school.
3. Come to school at the proper hour which is at first bell, *not earlier.*
4. Make no unnecessary noise in the neighborhood of the school-house.
5. Obey at once the signals for entering the schoolhouse.

CONCERNING TEACHERS.

1. Be dutiful, polite, and respectful.
2. Give proper excuses for absence and tardiness.
3. Obey promptly and cheerfully all signals.
4. Work with them in what they are doing for your good.
5. Help to carry out all plans for the good of the school.

CONCERNING SCHOOLMATES.

1. Be kind and courteous to all.
2. Speak nothing but good of others. If no good can be said, say nothing.
3. Avoid tale-bearing.
4. Avoid wasting time of others by whispering, writing and passing notes or otherwise diverting their attention from their work.
5. Be helpful to others in all ways.
6. Protect the weak and unfortunate.
7. Be watchful for the little ones in going to and from school.
8. Remember it does not help you ahead to pull others back.

CONCERNING SCHOOL PROPERTY.

1. Do not injure it.
2. Take as good care in using it as though it belonged to your parents.
3. When done using, put in proper place.
4. Keep your feet clean and the floor about your desk clean.
5. Be careful to waste nothing.

CONCERNING YOURSELF.

1. Cultivate promptness, energy, patient industry. They are worth more than money or influence in securing success in life.
2. Learn the value of time and strive to improve every portion of it.

3. Be obedient to parents and teachers.
 4. Be generous in spirit in dealing with others.
 5. Be mindful of the rights and feelings of others.
 6. Be earnest in play in the time of play and equally earnest in work in the time of work.
 7. Be self-reliant.
 8. Do the *best* you can in every work, knowing that it is only our *best* that builds good character.
 9. Strive to build up a good character and your reputation will take care of itself.
 10. Learn the laws of health and obey them.
 11. Let no day pass without adding to your store of knowledge.
 12. Be truthful and use the *best language* on all occasions.
 13. Remember there is a thought of gentleness in the idea of *gentleman*.
 14. Be *clean* in dress, person, habits, thought, and speech.—*From Report of Ypsilanti Board of Education, Mich.*
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The County Institute.

We claim that there is never a time in the professional life of a teacher when it is not his interest as well as his duty to attend the county institute. The possible exception to this might be in the larger cities where the city institute takes its place. In the smaller cities it will not do unless conducted chiefly by foreign talent, for the teacher grows somewhat narrow who teaches long in one place, under one superintendency, with little or no knowledge of any schools beyond those from which she has probably graduated, and in which she has constantly taught. Young teachers should attend institutes to learn methods of teaching and receive suggestions as to government from those who really have obtained some eminence in the profession upon which they are just entering. If they are attentive and thoughtful they will learn in one week what, unaided, they might have taken months to learn. And it may be that years would be required before that power of generalization would be developed which would lead to the valuable theory—drawn from practical work—which the institute lecturer carefully explains.

The teacher of larger experience should attend the institute, because there is danger of a cooling of his earlier enthusiasm. He needs to rekindle it and he can do this if he is so fortunate as to meet

instructors of the power which it has been my privilege to hear. He is more in danger from rust than the younger teacher, for the longer one stays in a rut the deeper it becomes. But grant that he is that valuable factor in a school room, an enthusiastic, experienced, cultivated teacher, he still owes a duty to his county institute. He must go there to aid, to inspire others. We seriously doubt whether one can be possessed of a generous, professional spirit and not long to do something for other teachers. He is increasing the dignity of his own profession whenever he elevates the individual workers in it. By the free interchange of opinions, by the hearty expression of good will, which a properly managed institute fosters, there must be an action of mind upon mind, of heart upon heart, which has its reflex action in the separate school-rooms of the county.

In my opinion that institute which will attract to it these diverse classes, the inexperienced and the experienced teacher, the teacher of the ungraded and the teacher of the graded school, the primary and the high-school teacher, is the best. Here we may be met with the objection that in such an institute the instruction cannot be systematic. We believe that the great principles which underlie all education are the same, and that they cannot be too frequently considered. More especial direction as to their application can be made for those whose need of the assistance is greatest. The high-school teacher knowing something of that very interesting department, primary instruction, does his own work better. The primary teacher who gets something of the broadening effect of true high-school instruction has an elegant vision of education. The teacher of an ungraded school has often primary, secondary, and high-school work to do and should, therefore, have a deep interest in all.

I have read with interest and carefully considered the articles suggesting changes in the county institute. Some valuable suggestions have been made, but I am still of the opinion that great good has been accomplished by the institutes conducted according to the old plan of securing foreign talent in the shape of one or two noted educators, and then devoting part of the time to an interchange of opinions and experience among the teachers of the county. It will do more toward bringing together the different classes of teachers than any plan which overlooks the attraction of a leader—an acknowledged leader—in educational thought. Superior men and women have done noble work as instructors in our county institutes in Ohio. Perhaps some have received little or no benefit from their instruction.

There have been seeds which have not sprouted, although they

have received the blessed sunlight and refreshing showers. But those who have been cheered, warmed, strengthened, aided in mental and spiritual growth, must bear testimony to the value of one source of fruitful influence.—*Margaret W. Sutherland, in Ohio Educational Monthly.*

Penmanship and Business.

BY E. K. ISAACS.

It is a matter of regret that many of our young penmen do not succeed as well as they might, simply for want of business capacity. By business capacity is meant the power to make the shekels jingle—honest shekels, however. In the realm of the professions, this power may be said to consist mainly of two elements—first, *genuine professional ability*, and second, *ability to make ability known*.

As far as penmanship is concerned, professional ability consists, of course, in a thorough mastery of the art, together with at least a good English education. By a thorough mastery of penmanship is not meant that the young aspirant must spend half of his life *practicing* until he has acquired absolute perfection before venturing out to instruct others. It means such a knowledge and mastery of the art as any intelligent and ambitious person may acquire in a reasonable period of preparation. No one is perfect at the beginning of his professional work, but every one who has completed a course of training in any respectable institution, be it in penmanship or any other line of education, ought to have, and should *feel* that he has a solid foundation laid, upon which by the continued application which conscientious and faithful attention to his chosen profession requires, he may eventually rear a magnificent superstructure.

Ability to make ability known—how queer this may sound to some! Yet do we not see on nearly every hand persons who have ample abilities, but who have not the ability to push themselves forward—to make their ability known? This *pushing* ability may be acquired. It is simply the exercise of a recognized privilege, and withal should be considered a moral duty to ourselves and to our fellow men.

There are various ways of pushing one's business, but it is well for the young person starting out to load himself well with a sense of honor and propriety, lest he should prove too light for the cart he intends to push. Each person must decide for himself as to the best and proper methods for *him* to adopt in working himself forward to recognition.—*The Penman's Gazette.*

How to Treat Inattentive Boys.

The means which we employ in cultivating the habit of attention, therefore, should have a due regard to the natural differences of temper and talents of our pupils. Inattentive boys may be ranked under five classes, viz: the *feeble*, the *sluggish*, the *volatile*, the *timid*, and the *quick*. An observing teacher soon discovers to which class any particular boy should be referred, and knowing the cause of inattention, he is able to apply the proper remedy.

1. The boy of feeble intellect is inattentive because of his incapacity. He shows a feverish anxiety to understand what is said to him, and failing to do so, he soon relaxes his attention and gives up in despair. The boy's dullness should never be a subject of censure, nor should he be stimulated to exertion by the hope of reward. Everything should be made as easy for him as possible, and as weariness is sure to follow any unusual stretch of attention, his lesson should be short as well as easy. Above all things we should be patient with him and never taunt him with the trouble which he may give us. By such means the feeble boy may become as remarkable for his steadiness and perseverance as he is for his want of intellectual power. Such boys not unfrequently become useful men. "If the Creator has so formed the mind of a boy that he must go through life slowly and with difficulty, impeded by obstructions which others do not feel, and depressed by discouragements which others never know, his lot is surely hard enough without having you to add to the trials and sufferings, which sarcasm and reproach from you can heap upon him. Look over your school-room, therefore, and wherever you find one whom you perceive the Creator to have endued with less intellectual power than others, fix your eye upon him with an expression of kindness and sympathy."

2. The sluggish, lazy boy is inattentive from a want of all mental activity. He hates learning for the trouble which it gives him, and nothing seems to afford him so much enjoyment as lounging at his ease. His intellectual powers may be originally good, but he allows them to rust away for want of use. Here some powerful stimulants are required to arouse him from his mental torpor; every motive to exertion should be tried until we hit upon the right one. Locke divides sluggish boys into two species: those who are indolent only at their books or lessons, and those who are indolent in everything, even at their play; the mental distemper in the former case seems

only local and accidental, whereas in the latter case it is general and constitutional ; the one, under proper management, may be readily cured, but the other almost defies the power of remedy. The book-saunterer, as Locke would call him, is generally the leader at all sports and games, and when any daring act of mischief has been done, he is sure to have had a hand in it. Scott and Byron, as boys, belonged to this class, since their want of aptitude for learning was doubtless attributable to the dogmatic system under which they were taught. We should never despair of a boy who exhibits great energy of character at his games, for in a sluggish mind of this kind we often find the slumbering energies of a higher intellect; like the rough diamond, it must be cut and polished before it can shine with its proper brilliancy and loveliness. The most hopeless dunce is that boy in whom confirmed sluggishness is combined with feebleness of intellect.

3. The volatile boy is inattentive from his love of novelty. He is continually staring about him, he is the first boy in the class to notice anything unusual, and his exclamation of surprise is generally the key-note of a general outbreak. He is fond of fun and is a general favorite in the school, for he is neither feared nor envied. His disposition to wander from subject to subject prevents him from becoming sufficiently acquainted with any. In order to counteract this tendency we should endeavor to fix his mind upon some subject for which he has shown something like a predilection, by directing his attention to it again and again until we have succeeded ; having once developed the faculty in relation to one subject, it then becomes a comparatively easy task to succeed with other subjects. Examples of application and perseverance should often be held up for his imitation with a view of giving a proper direction to his ambition and enthusiasm.

4. The timid boy is inattentive from want of a sufficient confidence in his own powers as well as from a want of that implicit trust which children generally repose in their teachers. The mischievous boys in the school look upon him as fair game to be hunted down. He sconces himself in the most distant nook of the school room and looks forth from his retreat upon the maps, the great card containing the routine of lessons, the blackboard with all the mysterious chalk lines upon it, the master with his pointer in his left hand and the chalk in his right—he looks upon all these, as well as the other school apparatus and appendages, with fear and trembling. Poor child ! how can he direct his attention to the lesson that is being

given by the master who probably stands thundering forth his expositions and demonstrations as if he were commanding a brigade of artillery? In order to counteract this timidity he should be treated with gentleness and persuasion; he should be encouraged to apply himself to his work by being shown that he is quite able to perform it; he should never be pressed for time; he should be shown that patience and earnest attention can do as much or even more for him than quickness of intellect, and that to be slow and sure is more commendable than to be quick and uncertain. Such children are confirmed in their diffidence when they find that they cannot understand or remember one-tenth of the knowledge forced upon them by an injudicious teacher.

5. The quick, clever boy is inattentive from his extreme mental activity and from his excess of self-confidence. He is a great talker, but a bad listener; he readily attains a superficial knowledge of a subject, but never attempts to penetrate its depths; from the quickness of his apprehension, he cannot listen with patient attention to the long sermonizing lessons of a slow teacher, if he is unfortunate enough to have a slow teacher who methodically doles out his knowledge by the hour; at the close of such a lesson he rouses himself up, catches the few concluding remarks, and upon examination, appears to have gained a fair knowledge of the lessons. The powers of such a boy should be fully taxed, and to cure him of his presumption and conceit, he should be occasionally puzzled with questions, not difficult in themselves, but requiring for their solution those peculiar attainments in which he is most deficient. Such boys rarely, if ever, realize the brilliant expectations of their friends; like the very early spring blossoms, they soon wither and die; whereas, true genius is slow in its growth—the noblest trees are latest in bearing fruit, and the largest animals are last in arriving at perfection. Mere talent requires labor for its development, but genius develops itself spontaneously and unobtrusively.

6. The boy of genius is not inattentive in the ordinary acceptance of the word, for he is occasionally capable of the highest efforts of attention; he sits in a half dreaming mood watching for the moment when a subject suited to his peculiar taste shall present itself; to a common observer he appears dull, but it is the dullness which proceeds from inward thought. His absence of mind is often mistaken for stupidity; and his laconic, yet significant, answers to questions are frequently attributed to a want of logical concatenation of ideas; but to appreciate him, we should consider what he does not say, not less

than what he actually does say. He is a quiet, retiring, reflective, strange boy ; nobody can understand him ; he is always doing what he should not do, and rarely does what he is required to do ; he talks when he should be silent, and loses his power of speech when he has to answer a question ; nobody can understand him, because nobody will understand him ; but all at once he shows a predilection for some particular study ; nature at length asserts her prerogative ; his winged spirit bursts the walls of its prison house and mounts on high into its kindred sphere of thought. Now everybody understands him ; everybody knew perfectly well that his wayward acts were aberrations of genius, and that there could be no mistaking the sovereign stamp which nature had impressed upon his brow. Poor boy ! if you had fallen in taking your ethereal flight, what scorn, what obloquy would have been yours !

It becomes the sacred duty, not less than the high privilege of the schoolmaster of the poor to foster and protect the boy of genius, struggling amid the pressure of indigence and persecution. When his heart is about to sink under the conflict, let him be told of the triumphs of those kindred spirits who have gone before him : Thomas Simpson, who studied mathematics at the loom ; Hugh Miller, who mused on geology when he was hewing stones ; Michael Faraday, who made chemical experiments when he was a journeyman book-binder ; Ferguson, who watched the stars as he tended his flocks ; Gifford, who studied Latin when he was making shoes ; Peter Nicholson, who wrote his work on carpentry when he was at the bench ; Robert Burns, who carolled his sweetest songs as he followed the plough ; Benjamin Franklin, who drew the lightning from the clouds when he kept a printer's shop.—*Tate's Philosophy of Education.*

Aptitude for Teaching.

I. What a man having an aptitude for teaching MAY not be :

- (1.) He may not be a man of great technical attainments.
- (2.) He may not be a man of comprehensive mind or possessing great reasoning powers.
- (3.) He may not be a man of robust frame.

II. What a man having a great aptitude for teaching MUST be :

- (1.) He must have a love for children, and a knowledge of their tastes, habits and capabilities.

(2.) He must be a man of fervid imagination, and of great enthusiasm, decision, and force of character.

(3.) He must be a man of respectable general attainments.

(4.) He must have considerable fluency of speech, and powers of illustration and exposition.

(5.) He must have faith in the efficacy of instruction, as a means of ameliorating the condition of society.

(6.) He must be a man of quick and observing habits, and must be in the constant habit of reflecting and reasoning upon the various methods by which knowledge may be committed to children.

Now as all these qualities, essential to great aptitude for teaching, admit of cultivation, it necessarily follows that the aptitude for teaching also admits of cultivation in the same degree. This aptitude for teaching, therefore, is no more instinctive or innate than any of the intellectual or moral faculties of our nature can be said to be.—T. TATE, *The Philosophy of Education*.

Teaching Writing.

The setting of a good copy is but a small part of really successful teaching. We have known many really excellent teachers of writing who could not write a creditable copy, while upon the other hand we have known penmen who could write a most excellent copy, yet were utter failures as teachers. The former had good judgment, a correct eye, and on looking at a pupil's practice, could at once discern wherein he had failed, and so clearly illustrate the fault and make such helpful suggestions for its correction, as to lead the pupil on to success; while the more artistic penman may have acquired his excellence of writing by sheer force of long practice from imitation, and be entirely wanting in the sharp discrimination that detects and properly characterizes faults, and makes clear and telling suggestions to the pupil for their correction. It is only when the skill for setting a good copy is united with a sharp, clear discrimination that detects faults, and a resource in expedients for assisting the pupil to overcome them, that writing is well and successfully taught.—*Penman's Art Journal*.

WORKINGWOMEN IN ENGLAND.—There are in England 347 female blacksmiths, who actually swing heavy hammers, and 9,138 women employed in nailmaking, who make nails for horseshoes.

Ten thousand, five hundred and ninety-two women bind books, and 2,302 assist in printing them.

In intellectual occupations, women also fill an important place, the number of teachers being 123,995; of missionaries and preachers, 7,162; of clerks in civil service, 2,260; of painters, 1,180; of "students," 1,000, and of engravers, 64.

There are 37,910 women engaged in medical and surgical work, nursing, etc.; 452 busy themselves in editing, compiling and writing books, and 130 are employed in the various departments of photography.—*Industrial South.*

DEADPOINTS.—The certificate is the first deadpoint. Those who obtain them seem to think that there is no more need to study. A second deadpoint is the failure of teachers to study the principles underlying the educational work. Another deadpoint is the avoidance of the reading of professional works and school journals. The knowing when and how to impart information determines the success of teachers and gives the results, the standard by which the people measure school-room work. This logic of the people is rigid and the standard is merciless. But who can censure them? The mental interests of their children are at stake. And teachers must avoid these deadpoints, these tempting resting-places, if in the school-room they would meet the stern, but reasonable demands of the people.—*N. Y. Independent.*

The Proverbial Schoolboy.

The proverbial schoolboy is thought to know every thing; and he often knows a great deal that is highly original, and that is known by no one else. Those replies to Mr. Varnon's questions may be paralleled by various other examples that are equally founded upon fact. The inspector who objected to children being taught to read from books in which are such sentences as "Is a cat a rat? A fat cat sits on a sod, and nods at me!" was pleased to give a lesson on kindness to animals; and the effort at writing an essay on the cat resulted in this: "Every one has heard of 'Whittington and his cat.' It was at the Theatre Royal." While the essay on the horse was this: "The horse is useful to take men toward and away from the enemy." By the way, according to Mr. Mundella, when a child was asked by an inspector to define "a steed," and the answer was "a horse," he was told that he was wrong, and that a steed was "a horse in motion." Perhaps the proverbial schoolboy was not aware of that!

When asked at Preston to explain Pope's line, "Content to breathe his native air," the schoolboy defined "native air" as "the 'air of his own 'ead.'" At Chester, being

asked to state the reasons that made *Magna Charta* necessary, he replied, somewhat incoherently, "The increasing deposition of succeeding kings." In *Sussex*, being asked to give an explanation of constant and periodical winds, he answered, "Hurricanes, gales, tempests, and a zephyr." At *Westminster*, being requested to paraphrase *Macbeth's* "Canst thou not minister to a mind diseased?" he did so by writing, "Doctor, can you fulfil the duties of your profession in curing a woman who is distracted?" Being asked, "Where is *Turin*?" he wrote, "*Tureen* is the *Capitol* of *Chiner*: the people there lives in burds nests, and has long tales."

The proverbial schoolboy might be able to answer the most puzzling questions given to him by his examiner; but the real schoolboy will often, in his replies, travel beyond the region of facts, and boldly plunge into a sea of speculation. Three instances shall suffice in reference to Scripture knowledge, and they are all said to have been written by *Metropolitan School-Board* pupils in answer to questions put to them by government inspectors:—

"Who was *Moses*?"—"He was an *Egyptian*. He lived in a hark maid of bull-rushers, and he kept a golden carf and worshipt braizen snakes and he bet nothin but qwhales and manner for forty years. He was kort by the air of his ed while ridin under a bow of a tree and he was killed by his son *Abslon* as he was hanging from the bow. His end was peace."

"What do you know of the patriarch *Abraham*?"—"He was the father of *Lot* and had tew wives. *Wun* was called *Hismale* and tother *Haygur*. He kep *wun* at home and he hurried the tother into the dessert where she became a pillow of salt in the daytime and a pillow of fire at nite."

"Write an account of the *Good Samaritan*."—"A certing man went down from *jerslam* and *jerriker* andhe feld among thawns and the thawns sprang up and choaked him: wareupon he gave tuppins to the hoast and said tak care on him and put him on his hone hass. And he past bye on the hother side."

My remaining examples are culled from the *Blue Book* of 928 pages, issued by the *Government Council of Education* a few years since; and they are therefore to be accepted as authentic. I need not take up space by giving the questions to which the following replies were given:—

"Solar time is the time indicated by the moon."

"The equator is an imaginary (?) which passes through the centre of the earth and terminates both ways."

"The heavens that we see are hollow; plain inference is that they inclose a sphere."

"The sun has an annual motion up and down."

"Eclipses of the sun and moon are partial from the speed at which the bodies are going."

"Solar eclipses are annular because of the regular and uniform motion of the moon, and when the earth's motion is regular to correspond with it."

"The rotundity of the earth is its movement."

"The proof of its rotundity is vegetation, how some trees are slanting in the different parts of the world; again, when riding in a train, trees, &c., appearing to go in a contrary direction to yourself is a convincing proof that the earth is round."

"Watch closely the heavenly bodies and we find a belt of pale light nearly dividing the heavens into two parts; the stars are more numerous in this part; reason—the earth bulges out"

These answers were given by the more advanced pupils; and—on the testimony of Mr. Mundella—such questions as these were given by Her Majesty's inspectors to small children in Standard IV. "What is the use of fireflies?" "What is the character of the despotism by which India is governed?" If any answers were made to these questions, they have not been recorded. But—to wind up this paper—here is a question, with its answer, taken from the report of the Rev. G. Steele, at Preston:—

"Describe the state of England under the Heptarchy."—"People had three meals a day, breakfast, dinner, and supper. They retired to rest in a state of nudity, and laid on a bed of straw. The Saxons were eminently social. When they drank, they would put their tumblers together, very often accompanying it with a kiss, and tell of great exploits of going to the theatres to see the dancing bears."

Here are a few things that would not be known even by the proverbial schoolboy!
—*London Graphic*.

WIND PRESSURE OF STORMS.—During the hearing by the Parliamentary Committee of the case for the promoters of the Tower Bridge over the Thames, Mr. B. Baker, who was called to prove the stability of the proposed structure, gave evidence upon the phenomena of wind pressure as observed by him in connection with the construction of the Forth Bridge. Mr. Baker stated that, from recorded observations in the Firth of Forth, extending over many years, he has come to the conclusion that no pressure at all approaching 65 lb. per square foot can prevail over a surface of any magnitude. He declared that no such pressure has for many years occurred in the Thames Valley; instancing, in proof of this assertion, the number of large gas holders scattered up and down the river side. If a hurricane of 56 lb. to the square foot had encountered any of these structures, Mr. Baker believes they would have been doubled up and blown across London, as they have no power of resistance to external pressure beyond the pressure of the gas from within, which he values at not more than 18 lb. per square foot.

If, therefore, not the slightest damage of this kind has ever been done by wind to any of the London gas holders (which is a fact), it is a demonstration that they have never been exposed to a heavier gale than one of 18 lb. per square foot, or thereabouts. It is Mr. Baker's experience at the Forth Bridge works that a gale registering by his improved instruments not more than 16½ lb. per square foot completely stops all ordinary traffic on the estuary, preventing the running even of powerful ferry boats. Mr. Baker believes that this pressure is rarely exceeded. He declines to place credit in ordinary anemometer readings, which sometimes show extreme velocities; and he points out that trains do not cease running in gales when anemometers will register 46 lb. pressure to the foot, though a pressure of 40 lb. of wind per square foot on its exposed side would certainly upset an ordinary train. Any street tramcar would likewise be turned over by a wind pressure of only 20 lb. per square foot. This is a class of accident that rarely happens, but it is not unexampled.—*Scientific American*.

THE RECESSION OF NIAGARA.—Sir Charles Lyell, in 1841 and 1842, estimated the gradual recession of Niagara Falls by the undermining of its brink at the rate of about one foot per annum. Recent investigations of the subject by a commission

for the establishment of a State reservation at the Falls have, however, shown that this and other estimates are more or less erroneous. A map, based on surveys of the Falls made in 1883 by Mr. Thomas Evershed for the New York State Surveyor, has shown that in the forty-one years ending 1883 the annual rate of maximum recession has been $6\frac{1}{6}$ feet. For the eight years ending 1883 this rate is given as $16\frac{1}{2}$ feet, so that the rate of recession has been higher of late. These results were obtained from the Canadian Fall, while the American Fall was found to have receded at the rate of 10 inches per annum during the forty-one years ending 1883. It has been shown by the surveys that these two falls were once united; and that supposing the rate of recession to continue, the Niagara gorge will be cut through in some 10,000 years. Lyell's estimate was 35,000 years. Of course these attempts to calculate the cutting of the entire gorge, which terminates at the heights near Lake Ontario, assumes that the hardness of the shale and lime rocks, volume of water, and height of the fall, continue much the same as they are now.—*Scientific American*.

Book Notices.

DOMESTIC HYGIENE AND SANITARY INFORMATION, including articles on The Human Body, Digestion and Nutrition, The Causes of Disease, The Effects of Intemperance, Food and Diet, Cleanliness and Clothing, Exercise, Recreation and Training, The Home and Its Surroundings, The Prevention of Infectious Diseases, etc. By Geo. Wilson, M. A., M. D., author of *Hand-Book of Hygiene and Sanitary Science*. Edited with notes and additions by J. G. Richardson, M. D., Professor of Hygiene in the University of Pennsylvania. Philadelphia: P. Blakiston, Son & Co. 1885. Price, \$1.00.

The title-page, given above, indicates very clearly the extent of the discussion embraced in the work before us. The author has presented a carefully prepared, accurate, and, as far as possible in the limited space assigned him, a complete discussion of hygienic science. He has avoided technical terms, unless necessary to the expression of his thought, and has adapted his language to the comprehension of non-professional readers. He gives less of anatomy and physiology than is usual in such works, but a much more thorough treatment of hygiene. It is not only valuable as a text-book, but is interesting to the general reader, and full of information and suggestion to every class. It takes very high rank among elementary works on this important subject.

For sale by West, Johnston & Co., 911 east Main Street.

ELEMENTS OF INORGANIC CHEMISTRY, DESCRIPTIVE AND QUALITATIVE. By James H. Shepard, Instructor in Chemistry, Ypsilanti High School. Boston: D. C. Heath & Co. 1885. Mailing price, \$1.25.

This book is based upon plans and methods that have been in use in the author's laboratory through a series of years. Its distinguishing peculiarity is its adaptation to a method of teaching chemistry that the author calls the *scientific method*. This method contemplates—1, Didactic instruction by the teacher; 2, a good text-book, and as many books of reference as possible; 3, much work by the student, who should keep a careful record of all work done, and who should recite frequently; and 4, work by the teacher, either in the presence of the class, where the class is large, or personal directions to the student when the class is small. The volume is

well supplied with suggestions, exercises, and practical questions, and is well suited to secure for the student valuable practical results.

KINDER-UND HANSMÄRCHEN DER GEBRUDER GRIMM. Selected and edited with English Notes, Glossary, and a Grammatical Appendix, by W. H. van der Smissen, M. A., Lecturer on German in University College, Toronto. Boston: D. C. Heath & Co. 1885. Mailing price, 85 cents.

The author has selected eight of the Tales of the Grimm brothers, has carefully edited them, and by the edition of a Glossary and copious notes, adapted them to the use of beginners in German. More attention than usual has been called to the construction of sentences in German, the author believing that the pupil should be drilled early and often in this branch of discipline, and should be made to dissect and analyze each sentence as he reads till he is thoroughly *au fait* on this point. The appendix contains full sets of rules in the most concise possible form for the construction of German sentences and for the declension of adjectives.

THE UNRIVALLED COOK-BOOK AND HOUSEKEEPER'S GUIDE. By Mrs. Washington. New York: Harper & Bros. 1885.

Under the *nom de plume* of Mrs. Washington the author presents to the public a collection of receipts that are the accumulations of years, and have passed successfully the test of experience. Many of them are new to American housekeepers. They are collected from many sources, American, English, Scotch, French, German, Italian, and Russian, but the author calls special attention to the *Creole receipts*. "A long residence in foreign countries," says the author, "has convinced the editor that the American cuisine, where it is good, is, as is the American market, the best in the world. But the very fact that our native cuisine is so good and our market so superlative * * * * makes it important to have American cooks furnished with the widest possible range of receipts, both American and foreign." It is believed that The Unrivalled Cook-Book will form an important addition to the list of American Cook Books.

For sale by Randolph & English, 1302 east Main Street.

A PRIMARY HISTORY OF THE UNITED STATES FOR INTERMEDIATE CLASSES. A. S. Barnes & Co., New York and Chicago. Price, 75 cents. Specimen copy for examination on receipt of 60 cents.

The intense thought that is now given to the study of history—how to make it interesting, how best to present it, how to impress its facts on the mind of the learner—causes every new book to be carefully examined and sharply criticised. In paper, type, binding, illustrations, and general mechanical qualities, the book before us is beyond criticism. The author states the central facts of our history clearly and simply, indicates their relations, and thus furnishes the only rational basis for a lasting knowledge of the history of our country.

MANUAL OF GYMNASTICS FOR THE SCHOOL-ROOM. Boston: New England Publishing Co. Price 40 cents.

There is need for a cheap and reasonably comprehensive book on this subject. Frequent inquiries are made for a manual that will give necessary instructions for all the exercises of this kind that can be used in the school-room. This little volume seems to fill just this place. Directions are given for Hand, Foot, Body, Arm, and Shoulder Movements; Wand, Dumb-bell, and Ring exercises, and many miscella-

neous movements, with the music suited for their practice. Teachers desiring a guide on this subject will, we think, find here all they will probably need.

THE ESSENTIALS OF GEOGRAPHY. By G. C. Fisher. Boston: New England Publishing Co. Price 30 cents.

A little book of thirty-eight pages in reference to the Geography of North and South America. Of it the author in his Preface says: "it is designed not only as an outline of work for the teacher, but as a concise text book to be placed in the hands of the pupil. It contains all the political and descriptive geography a pupil should be required to commit to memory. It is a cut-down of the large geographies, any one of which may be used in connection with it as a reading and reference book."

DRILL LISTS IN UNITED STATES HISTORY. A companion book to "Outlines of United States History." By R. Heber Holbrook, Vice-President National Normal University, Lebanon, Ohio. Lebanon, Ohio: C. K. Hamilton & Co. 1885. Price 25 cents.

A directive synopsis of United States History. The author pursues what he calls the *longitudinal* method—teaching facts in their relations—instead of the *transverse* method, or teaching the facts of a given period—facts that have little reference to one another except that they occur within the time chosen.

Arthur Hinds, 3 W. 3d St., New York, has just issued a pretty edition, in paper, of Washington Irving's well-known story of *Rip Van Winkle*.

LARS: A PASTORAL OF NORWAY. By Bayard Taylor, with Notes and a Biographical Sketch, is the latest addition (No. 16), by Messrs. Houghton, Mifflin & Co., Boston, to their excellent *Riverside Literature Series*. Price 15 cents.

THE ELOCUTIONIST'S ANNUAL. No. 13. New and Popular Readings, Recitations, Declamations, Dialogues, Tableaux, &c. Philadelphia: National School of Elocution and Oratory. Price 30 cents.

A welcome addition to the volumes of chaste and valuable selections already published under the auspices of this school.

For sale by J. W. Randolph & English, 1302 Main St.

LESSONS ON PRACTICAL SUBJECTS for Grammar School Children. By S. F. and C. W. F. Second Edition. Boston: Little, Brown & Co. 1885.

This little volume contains much valuable information on subjects of every-day importance, and it is presented in such a form as to be understood by children of the grammar schools. The following subjects are discussed: What is *Barter*? What is Money? How did Paper come to be used in place of Coin? What are Greenbacks? What is irredeemable Paper Money? and what are Bluebacks? What are United States Bonds? What is a Tax? High and Low Taxes. What is a Corporation? What is a Strike? Debt and Saving. What are Savings Banks?

The difficulty of devising and conducting suitable opening exercises in public schools has been increased of late years by the growing opposition to Bible reading or direct religious instruction in schools supported by general taxation. Among the methods employed by conscientious teachers, who respect this feeling, and yet realize their responsibility for the moral training of their pupils, is the encouraging of pupils to learn and repeat before the school, at the morning hour, brief quotations that teach

important moral lessons in language that is noble and yet not beyond the comprehension of the children. Any teacher who has tried this plan will know that the first difficulty is that the children have no access to suitable quotations. A little manual, to meet this especial need, has just been issued by the Colegrove Book Company, of Chicago. It is entitled *Seed Thoughts for the Growing Life*, and contains sixty-four pages of selections, about half from the poetry of Robert Browning, and the rest from various sources. The compiler, Miss Mary E. Burt is a teacher in one of the public schools of Chicago, and has prepared the collection primarily for use in her own school-room. Price, 20 cents, postpaid.

EDITORIAL PARAGRAPHS.

THE NEW MINISTER TO SPAIN.—The appointment of Hon. J. L. M. Curry as Minister to Spain by President Cleveland, seems to have met with *almost* universal approval, not only from his political associates, but from some of the staunchest of his political opponents. No man, probably, had a broader influence in this country than Dr. Curry. Born and reared in the South, he thoroughly understood her wants, sympathized in her feelings, and had the confidence and love of her people. As the administrator of the Peabody Education Fund, the noble benefaction of a Northern man, he was brought into co-operation with the most distinguished citizens of the North, and by his courtesy, good judgment, and practical wisdom, secured their confidence and respect. By a profound study of constitutional law, and of the science of government, by his large experience as a legislator—in the Legislature of Alabama, in the Congress of the United States, in the Congress of the Confederate States—and by a constant study of all questions relating to international comity, Dr. Curry has prepared himself amply for discharging the duties of this important foreign mission. The cause of education in Virginia and the South will deeply feel his temporary loss. Education is a subject to which he has devoted special study. He has studied it profoundly from the standpoint of the Christian, the statesman, and the practical educator. Among his earliest acts as a law-maker were plans to promote the cause of education, and the wisdom and skill shown in his management of the Peabody Fund are but the outcome of his broad study of the subject. Few men touched so many interests of our country—civil, religious, and educational—as Dr. Curry. His place will be hard to fill. While we extend to him our heartiest congratulations, they are mingled with a feeling of sadness that we are deprived of his aid and counsel.

We append a few extracts as indicative of the estimate in which he is held:

We hardly know whether to be glad or sad at President Cleveland's appointment of Hon. J. L. M. Curry as Minister to Spain. There is no man in Virginia or the South whom the religious element of the country can so poorly afford to lose. He is honored and beloved by all classes of good people of all sects and denominations. As an educator in the highest and best sense, we do not know his equal. The colored people of the South, as well as the whites, have learned to trust him as a true and tried friend to their race. We do not see how the place he holds in various lines of work is to be filled by any living man. Dr. Curry will carry with him on his new mission the esteem and love of the Southern people. In honoring this great representative Southerner, the President has honored the whole Sunny South.—*Religious Herald*.

We announce this morning with unalloyed satisfaction that the Hon. J. L. M. Curry, LL. D., has been appointed Minister Plenipotentiary to Spain.

The President could not possibly have made a better selection. Certainly he could have made none that would have pleased a greater number of the best people in the United States. Owing to his services in Congress and as General Agent of the Peabody Educational Fund, and to other circumstances which it is not necessary here to mention, Dr. Curry's abilities are known to more persons than are those of any other public man in the Union; and all who know the man will approve the appointment.

Dr. Curry is apparently in the prime of life, though really not much under sixty years of age; and his intellectual powers seem never to have ceased growing in strength. Thirty years ago he was a member of the national House of Representatives, and was then pronounced by Horace Greeley to be among the most promising, if not the most promising, of all the young and rising statesmen in the South; and this at a time when Southern statesmanship was at high water mark, and Southern statesmen, it is not too much to say, ruled the whole land.

Dr. Curry has never ceased to be a student. He is a profound constitutional lawyer, is thoroughly familiar with the history of his own and other countries, is one of the finest orators in America, is a ripe scholar, and, withal, one of the most unassuming of men. His versatility of talents amounts to genius; and yet we may say that he is peculiarly equipped for the special duties which he has been selected to perform. Having profound respect for other people's opinions, knowing that there are two sides to every question, and possessing the ability to appreciate the force of arguments addressed to his understanding whatever his previous inclinations may have been, familiar with international law as also with the laws of his own country, self-poised, anxious to be just to all persons and consequently to all nations, he cannot but be a successful diplomatist.

In the name, then, of Alabama, his native State; of Virginia, his adopted State; of the South, and of the *United States*, we return thanks to President Cleveland for the honor he has conferred upon a man of whom it may be said, if of any statesman living, that he is absolutely "without fear and without reproach."

"He can't be wrong whose life is in the right."

—*Richmond Dispatch.*

Had Mr. Cleveland searched the country over he could not have found a gentleman better qualified in every way to serve our government in Spain than Dr. Curry; for the new Ambassador is not only a man of culture; he is not only a man of broad experience in statecraft; he is not only a high type of the American citizen, but he is a man of singular tact and prudence, a wise counsellor, and a fearless defender of American institutions.—*The State.*

—We feel that an apology is due to our readers for the late appearance of this number of the JOURNAL. Circumstances over which we had no control caused its publication to be deferred from day to day till this late date was reached. We can confidently promise improvement for the future and hope soon to issue our paper on the first of each month.

—STATE TEACHERS' ASSOCIATION.—At a meeting held during the Peabody Normal at Staunton a State Teachers' Association was organized by electing the following officers: Superintendent H. S. Roller, of Augusta, President; Superintendent E. T. Broyles, of Page, Vice-President; G. W. Hoenshel, of Frederick, Recording Secretary; M. W. Bucher, of Augusta, Corresponding Secretary; W. B. Carr, of Loudoun, Treasurer. The time and place of holding the next meeting will be determined by the Executive Committee.

Notes.

THE MASSACHUSETTS TEACHERS' ASSOCIATION, 1885.—The 41st annual meeting will be held on Friday and Saturday, November 27th and 28th, at the Girls' High School, West Newton Street, Boston. *President*, Ray Greene Huling, Fitchburg. *Secretary*, J. W. MacDonald, Stoneham. *Presidents of Sections*—Primary, Hon. John W. Dickinson, Newton; Grammar, Edwin T. Horne, Boston; High, Alfred S. Roe, Worcester.

Among attractive books for the Christmas season published by O. Ditson & Co., will be a low priced and handsome volume entitled "Christmas Songs."

Educators, who believe in the value of the Kindergarten system, will welcome Miss Kate Douglas Wiggin's "Kindergarten Chimes," recently published. Its hundred pages contain eighty-seven pretty and beautiful songs, admirably suited to this system.

The senior partner in the great publishing house of Oliver Ditson & Co. (Mr. Oliver Ditson), has recently celebrated his seventy-fourth birthday. The foundations of this house were laid in 1835, and Mr. Ditson, who has been identified with its growth from the beginning, takes as active an interest in its affairs as ever. He is a rare example of the physical and mental vigor which may accompany the closest application to business.

The current number of *The University* (24th October) contains a second timely and original paper on Elective Studies and National Culture, by Professor George H. Howison, of the University of California. The Professor institutes a full comparison between the American and the German educational systems, and shows beyond dispute that of true university education this country has scarcely more than a single instance, our so-called universities really corresponding to the German secondary schools. The University Company, Chicago. \$2.50 per annum.

Gen. Beauregard has arranged to write a series of articles on the War between the States for the *North American Review*, beginning with January, 1886. 1. The Shiloh Campaign. 2. The Defence of Charleston. 3. Drury's Bluff Campaign, and 4. The Defence of Petersburg.

Publishers' Notes.

Messrs. D. C. Heath & Co. announce for publication October, 26th, "Shepard's Elements of Descriptive and Qualitative Inorganic Chemistry." A text-book for beginners. The distinctive features are: Experimental and Inductive methods: the union of Descriptive and Qualitative Chemistry, thus allowing these kindred branches to supplement and illustrate each other; a practical course of Laboratory Work illustrating the general principles of the science and their application; a fair presentation of chemical theories, and a conciseness confining the work to the required limits.

The November number of the *Southern Bivouac* will contain an exceedingly graphic article detailing the movements of Lee's Army from the time he crossed the Potomac to the night before the battle of Gettysburg. The writer, William H.

Swallow, was formerly Assistant Adjutant-General of the Army of Northern Virginia. He presents some new facts concerning the orders under which General Stuart was marching, and contends that Lee's original plan was to march direct to Harrisburg, where the army was to be concentrated, and it was with this understanding that Stuart separated from his main army and moved through Hanover towards Carlisle.

The *Teachers' Institute* and the *Practical Teacher* have united, and are to be published hereafter under the combined name: *Teachers' Institute and Practical Teacher*, by E. L. Kellogg & Co., of New York. Col. Parker was moved to this step by the fact that by joining, far more might be accomplished for education. Col. Parker is to continue the series of lessons that began in the *Practical Teacher*. In fact, there is to be a number of pages edited exclusively by him, he having been secured as editor thereof. This combination will be found in the path of educational progress.

Tate's Philosophy of Education, announced some time since, by E. L. Kellogg & Co., of New York, is now on the press. It has been carefully revised and annotated by E. E. Sheib, of the Louisiana State Normal School. The Reading Circles of Illinois and Minnesota have already adopted it.

Messrs. D. C. Heath & Co., Boston, announce for early publication *Bibliography of Church History*, by John A. Fisher. Price 25 cents.

Messrs. Ginn & Co., Boston, will publish soon *Wentworth's Series of Mathematics*, embracing *Wentworth & Reed's First Steps in Numbers*, Price: Teachers' edition, 90 cents; Pupils' edition, 30 cents; and *Wentworth's Grammar School Arithmetic*, Introduction price, 75 cents; *Scott's Talisman*, edited by Dwight Holbrook, in the series of Classics for Children; *Introduction to the Language and Verse of Homer*, by Prof. T. D. Seymour, of Yale, price, by mail, 65 cents *Bacchantes of Euripides* (Beckwith), and *Thucydides*, I (Morris), VI (White); *A Handbook of Poetics*, by F. B. Gummere, Ph. D., price, by mail, \$1.10.

October *Treasure-Trove* displays some original and interesting features. Among those specially interesting is an article by Superintendent W. J. Ballard relating to physical exercise for young people, entitled "The H. H. C."; "An Interesting Family," by Mary E. Tousey; "Stories from History," by Irving J. Roemer; "Lives of Great Men," by Hazel Shepard; and "Birds and their Habits," by S. C. Wheat. A strong short story, "Tom," by J. L. Harbour; "What is a Failure," by Wolstan Dixey; and the page of select recitations and department for "The Little Ones," greatly adds to the value of the magazine, which is at once entertaining and helpful. In the November number of *Treasure-Trove* begins a series of historical stories by Prof. John Monteith, formerly State Superintendent of Public Instruction of Missouri. These are very spicy and entertaining. The magazine is illustrated and has 36 pages. The price is only one dollar a year. Published by E. L. Kellogg & Co., New York.

White's Oral Lessons in Number has been recently adopted in the schools of Boston, Mass.

Important changes will be made in *Lippincott's Magazine* with the issue for January, 1886.

The Magazines.

CONTENTS OF ST. NICHOLAS for October—Frontispiece; "Friends or Foes?" War with the Little Redekis; An Animal Painter, picture; A Garden of Girls, second story—Peggy's Garden, Cella Thaxter illustrated; Jingles, illustrated; The Griffin and the Minor Canon, Frank R. Stockton, three illustrations; October, verses, full-page illustration; His One Fault (concluded), J. T. Trowbridge; The Wise Old Man, verses, illustrated; The Knowing Little Fish, verses, illustrated; Honey-Hunters, illustrated; When Mamma was a Little Girl; Historic Girls, IV, Pulcheria of Constantinople; The Brownies at School, poem, Palmer Cox, illustrated; How Science Won the Game; From Bach to Wagner, VII, Mendelssohn; Answered Riddle, Jingles; Driven Back to Eden (concluded), E. P. Roe; Teaching Tabby and the Kittens, Picture; Those Clever Greeks, with diagrams and illustrations; The Race, poem, illustrated; Among the Lawmakers chapter XXVI; The Circus Clown's Dream, verses, full-page illustration and tail-piece; Jack-in-the-Pulpit, illustrated; For Very Little Folk, The Patient Cat, illustrated, full-page illustration.

THE OCTOBER CENTURY. In the October Century, the space commonly taken up with the War Series has been devoted to articles and illustrations relating in a timely and important way to the life and services of General Grant. "Riverside Park," the resting-place of General Grant, is the subject of a paper by W. A. Stiles, which is illustrated with several drawings. Other illustrated articles are Lieutenant Schwatka's second and concluding paper on his explorations in Alaska. Mrs. Lizzie W. Champney's description of "The Haunts of American Artists," profusely illustrated with pictures of country studios, and Mr. Howell's "Tuscan Cities," illustrated with numerous etchings by Pennell. A portrait of the late Samuel Bowles, the famous editor of the "Springfield Republican," is the frontispiece of the number. His career is described by George S. Merriam, in a paper entitled "A Study in Independent Journalism."

THE SOUTHERN BIVOUAC for October begins with the second article on Ante-Bellum Charleston, by Paul Hamilton Hayne. This paper is devoted to a sketch of the life and career of William Gilmore Simms, and is accompanied with portraits of Legare, Simms, and of Robert Y. Hayne, and a view of Simms' residence, "Woodlands." The most interesting war paper in this issue, and one of the most interesting that has appeared anywhere, is the correspondence between General Braxton Bragg and his commanders after his retreat from Murfreesboro. General Bragg was criticised for making the retreat after that battle instead of advancing, and in order to justify himself he requested his subordinates to state, in reply to his letter, if they had not, every one of them, recommended the retreat. In addition, he desired also to know if he still had the confidence of his army. This letter, with the replies, is contained in the October Bivouac.

The October number of the **NORTH AMERICAN REVIEW** contains twenty-three articles by as many different contributors—among whom are an English Cardinal, an American Admiral, two American Major-Generals, two American ex-Ministers to European Courts, an American Artist, a N. Y. Assemblyman, an ex-United States Senator, the Mayor of New York, an ex-Governor of New York, two distinguished American Men of Letters, and a famous American Financier.—Manning, Ammen, Ben. Butler, Fitz John Porter, Elihu B. Washburne, Wm. Waldorf Astor, (his first appearance in literature), J. B. Eustis, of Louisiana, Wm. R. Grace, of New York, Theodore Roosevelt, Horatio Seymour, E. P. Whipple, Charles T. Congdon, Dorman B. Eaton, and some others less known. There is also a very characteristic private letter from General Grant to his father, written from Milliken's Bend, just a few days before he started in the Vicksburg Campaign. It is contributed by Col. Fred Grant.

POPULAR SCIENCE MONTHLY—Contents for October: New Chapters in the Warfare of Science, I. The Doctrine of Comets, by A. D. White; The White Ant, a theory, illustrated; The Early Study of Plants, by Eliza A. Youmans; On the Solar Corona; The Relations of Railway Managers and Employees, concluded; Tommasi-Crudelli on Malarious Countries and their Reclamation; The Energy of Life Evolution and how it has Acted, by Prof. Edward D. Cope, illustrated; "The Metaphysical Society," a reminiscence; A Study of Recent Earthquakes; The Trading Rat; Time-Selection in the Genesis of Disease; Sketch of Professor H. A. Newton, with portrait; Editor's Table, Official Science at Washington; Literary Notices; Popular Miscellany; Notes.

THE ATLANTIC MONTHLY for October. Contents: The Princess Cassamassima, Book first, IV-VII, Henry James; The first Abbé Galant; Tacita, J. B. Kenyon; Childhood in English Literature and Art, II, Horace E. Scudder; A Country Gentleman, XXX-XXXIII, M. O. W. Oliphant; The First Guest, Helen Gray Cone; The Ogre of Ha Ha Bay, Octave Thanet; The New Portfolio, XIX-XXI, Oliver Wendell Holmes; "Upon the Tree-Top," Olive Thorne Miller; On Horseback, IV, Charles Dudley Warner; Recent American Fiction; Hunting Trips of a Ranchman; The Congo Free State; The Contributors' Club; Books of the Month.

Our paper is issued at so late a date that all the November magazines have come to hand with full and interesting tables of contents. **THE CENTURY**, **THE ATLANTIC**, **LIPPINCOTT'S MAGAZINE**, **THE NORTH AMERICAN REVIEW**, **THE SOUTHERN BIVOUAC**, **THE POPULAR SCIENCE MONTHLY**, **ST. NICHOLAS**, **OUR LITTLE ONE**, and **THE NURSERY**.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Comparative Statements.

The annual reports for year ending July 31st, 1885, have all been received except Franklin county, and tables one and two have been published, from these we make the following comparison with last year's statistics:

SCHOOLS—NUMBER OPENED.

	1884.	1885.	Increase.
White.....	4,477	4,658	181
Colored.....	1,873	1,917	44
	<u>6,350</u>	<u>6,575</u>	<u>225</u>
Average number months taught, 5.92.			

PUPILS ENROLLED.

	1884.	1885.	Increase.
White.....	184,720	194,235	9,515
Colored.....	103,310	109,108	5,798
	<u>288,030</u>	<u>303,343</u>	<u>15,313</u>

NUMBER IN DAILY AVERAGE ATTENDANCE.

	1884.	1885.	Increase.
White.....	106,907	115,624	8,717
Colored.....	56,462	60,845	4,383
	<u>163,369</u>	<u>176,469</u>	<u>13,100</u>

NUMBER STUDYING HIGHER BRANCHES.

	1884.	1885.	Increase.
White.....	7,250	8,222	972
Colored.....	1,024	1,342	318
	<u>8,274</u>	<u>9,564</u>	<u>1,290</u>

PERCENTAGE OF SCHOOL POPULATION ENROLLED.

	1884.	1885.	Increase.
White.....	56	62	6
Colored.....	43	45	2
	<u>49.5</u>	<u>53.5</u>	<u>4</u>

TEACHERS.

	1884.	1885.	Increase.
White males.....	2,362	2,441	79
White females.....	2,421	2,491	70
	<u>4,783</u>	<u>4,932</u>	<u>149</u>

	1884.	1885.	Increase.
Colored males.....	885	910	25
Colored females.....	703	751	48
	<u>1,588</u>	<u>1,661</u>	<u>73</u>

	1884.	1885.	Increase.
Grand total.....	6,371	6,593	222

AVERAGE MONTHLY SALARIES.

	1884.	1885.
Males.....	30.32	31.00
Females.....	26.39	26.88

Census of School Children.

We regret to say that quite a number of our superintendents have failed to send in the report of the school census for their counties. We need the work *at once* and trust the delinquents will forward it immediately. The following counties are still out: Bath, Bland, Cumberland, Dickenson, Franklin, Giles, Goochland, Greenville, Highland, Lancaster, Louisa, Lunenburg, Lynchburg city, Nansemond, Northumberland, Page and Rockingham.

North, Central, and South American Exposition.

This Exposition will open November 10th, at New Orleans, and Virginia will be represented in the Educational Department with a full line of exhibits of the work done in our Public Free Schools. We have endeavored to make a creditable showing of our school work, and believe it will compare favorably with that of any other State.

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The School Apportionment.

The superintendents of Bland, Fluvanna, Franklin, Giles, Lunenburg, Russell and Richmond counties have not yet filed the certificate required by section 104 of School Law, and, as a consequence, the apportionment of school money made to these counties September 1st, has not been paid. The money is ready and so soon as the above superintendents comply with circular 478, the Second Auditor will be instructed to allow the apportionment to be drawn.

Opening of the Schools.

From reports received from the superintendents we are pleased to learn that the schools for the present scholastic year have opened auspiciously, and if the revenue is not diminished we may expect another prosperous year.

Correction.

By request of Hon. E. S. Stearns, Chancellor State Normal School, Nashville, Tenn., we would state that Mr. John A. Dunford graduated at that Institution in May, 1881. The record, as published in last JOURNAL, states that Mr. Dunford left May, 1881, and does the young man injustice, as he graduated at that time. We take pleasure in making the correction.

SCHOOL LAW OF VIRGINIA.

(Continued from page 425.)

Board of visitors; their meetings; vacancies supplied; their pay.

199. The board of visitors of the Virginia Military Institute is hereby declared vacant. And the governor, by and with the consent of the senate, immediately upon the passage of this act, shall appoint a new board of visitors for the institute, which shall consist of nine members, three of whom shall be selected from the division of the state in which the institute is situated, and two from each of the other three grand divisions of the state. The term of office for the board of visitors shall be four years, commencing March first, eighteen hundred and eighty-two. Five members of said board shall constitute a quorum. They shall be and are hereby declared to be a corporation, and as such may sue and be sued for any cause or matter which has heretofore arisen, as well as for any cause or matter that may hereafter arise.

200. The board of visitors appointed under this act shall meet at the institute on the twenty-fifth day of June, eighteen hundred and eighty-two, or as soon thereafter as practicable, and proceed to reorganize said institute as the board may deem right and proper. They shall fix the salaries of the professors and officers, and may remove at will any officer who shall be appointed under this act, for good and sufficient cause; but no order to remove a professor shall be made without the concurrence therein of a majority of the whole number of visitors; and the board shall forthwith communicate to the governor a full statement of the reason on which the removal was made.

201. The board, after the first meeting under this act, shall meet at the institution, or other places than the institute, when in their opinion it shall be necessary to do so. A meeting shall be held annually at such time as may be designated for their annual meeting in their last resolution on the subject. A meeting may also be called at any time by the adjutant-general or superintendent of the institute, when either may deem it advisable. And the board may adjourn from time to time.

202. Any vacancy in the board of visitors shall be communicated by the adjutant-general to the governor, who shall forthwith supply the same.

203. Such reasonable expenses as the visitors may incur in the discharge of their duties shall be allowed by the governor and paid by warrant on the treasury.

Power to make by-laws.

204. The board may make by-laws and regulations, not inconsistent with the laws of the state, for their own government and the management of the affairs of the institution, and may, for the purpose of transacting such business as in its opinion can be properly transacted by a less number than the majority, authorize not less than four members to constitute a quorum.

The arsenal and its grounds vested in institute.

205. The arsenal and all its grounds and buildings shall be considered as belong-

ing to the institution, and the board shall cause the same, and all the arms and other property therein, or belonging thereto, to be guarded and preserved.

Power to borrow money and secure its payment.

206. Whereas the library, apparatus, and most of the buildings of the Virginia Military Institute were destroyed by fire in the year eighteen hundred and sixty-four; and whereas, the authorities of said institute, for the purpose of restoring said loss, have contracted a debt which will soon become payable; and whereas, it is desirable, so as not to impede the operations of the said institute, that the payment of the said debt should be deferred, therefore the said Virginia Military Institute, by its board of visitors, is hereby authorized to borrow a sum not exceeding sixty thousand dollars, and issue certificates of indebtedness therefor; said certificates being in sums of one hundred dollars, or any multiple thereof, payable to bearer, redeemable in twenty years, or in not less than five years, at the pleasure of the board of visitors, and bearing interest not exceeding eight per centum per annum: provided that the amount realized from said bonds be used and appropriated solely to the reduction of the existing debt, which has been contracted in pursuance of law, of the Virginia Military Institute.

For the relief of the Virginia Military Institute.

207. The treasurer of the commonwealth of Virginia shall pay to the superintendent of the Virginia Military Institute the sum of ten thousand dollars, annually, on or before the first day of July of each year, for the period of six years from the passage of this act, out of any moneys in the treasury not otherwise appropriated: provided, however, that upon the payment of each of the said several sums, the superintendent of the Virginia Military Institute shall deliver to the commissioners of the sinking fund the bonds of the Virginia Military Institute, for said several sums as they may be paid to him, bearing six per centum interest, payable annually, and secured by mortgage upon the lands and buildings of the Virginia Military Institute, and made payable twenty-five years from their respective dates—the said bonds to be placed to the credit of the sinking fund, and the annual interest, as paid, to be invested by the said commissioners as they are now required by law to invest receipts on account of said fund: provided, further, that if the claim now before the congress of the United States for compensation for damages by the federal army in the year 1864, be allowed, the money now asked for shall be returned with interest.

208. The title to all property now held by the commonwealth, for the purposes of the said Virginia Military Institute, shall be and is hereby vested in the corporation known as the Virginia Military Institute for the purposes only of this act.

209. For the purpose of securing the payment of the bonds herein authorized to be issued, it shall be lawful for the said Virginia Military Institute to convey, by trust deed, mortgage, or in such other manner as the board of visitors may prescribe, all the real estate held by or vested in said corporations.

Amount to be expended annually for repairs.

210. They may expend annually a sum not exceeding five hundred dollars in erecting, altering, or repairing buildings, so as to have such as may be suitable and proper for the military school.

Treasurer of the Institute ; his annual report.

211. The board shall annually appoint a Treasurer, who shall give bond with sufficient sureties in the penalty of fifteen thousand dollars, payable to the commonwealth, conditioned for the performance of the duties of his office, which bond being approved by the board and entered at large on its journal, shall be transmitted to the auditor of public accounts and remain filed in his office.

212. The treasurer shall annually, on or before the first day of October in each year, make a detailed report of his accounts to the Board of Education, to be by them reported to the general assembly. The board of visitors shall cause a careful examination of his accounts and a full settlement thereof to be made at least once a year.*

How professors are appointed and removed ; their salaries.

213. The board of visitors shall appoint professors to give instruction in military science, and in such other branches of knowledge as they may deem proper.

**GOVERNOR TO COMMISSION THE OFFICERS OF THE VIRGINIA
MILITARY INSTITUTE.**

214. The officers of the Virginia Military Institute shall constitute a part of the military organization of the state, subject to orders of the governor; and the governor is authorized and directed to issue commissions to the professors, assistant professors, and other officers, according to the rank prescribed by the regulations of the Virginia Military Institute. Such commissions shall confer no rank in the militia, nor entitle any person holding the same to any pay or emolument by reason thereof.

**ADMISSION OF PAY AND STATE CADETS; THEIR NUMBER,
INSTRUCTION, AND SERVICE.**

215. They shall prescribe the terms upon which cadets may be admitted, their number, the course of their instruction, the nature of their service, and the duration thereof, which shall not be less than two nor more than five years. All so admitted shall make full compensation, except such as are provided for in the following section.

216. The board of visitors shall admit as state cadets, free of charge for board and tuition, upon evidence of fair moral character, not less than fifty young men, in lieu of the number now required, who shall be not less than sixteen nor more than twenty-five years of age; one of whom shall be selected from each of the senatorial districts as at present constituted. Whenever a vacancy has occurred, or is likely to occur, due notice of the time and place of making the appointment to supply the vacancy

* The word "education" has been inserted in lieu of the words "literary fund," because the board of the literary fund has been abolished by the repeal of the 79th chapter of the code of 1860, and the Board of Education has been invested with its powers and rights. Acts 1866-70, c. 259, § 67, p. 417, and same chapter, § 1, p. 432.

shall be given. If, after such notice, no suitable person shall apply from any district, the vacancy may be supplied from the state at large.*

Power to make arrangements with Washington and Lee University.

217. The board may enter into arrangement with the trustees of Washington and Lee University, by which the cadets at the military school and the students at the University may respectively be admitted to the advantages of instruction provided at either place.†

How commissioned officer of the militia may become a student.

218. Any commissioned officer of the militia of this state may become a student at the institute for a period of time not exceeding ten months, and receive instruction in any or all the departments of military science taught therein without being required to pay any fee or charge for tuition.

Cadets to be guards of institute.

219. The cadets shall be a military corps under the command of the superintendent, and constitute the guard of the institution.

Duty of superintendent as to arms; annual report to adjutant-general.

220. The superintendent shall from time to time inspect the arms at the arsenal; cause the same to be kept safe and clean; give receipt for such arms as may be brought there to be deposited, and obey such orders for the delivery of arms therefrom as he may receive from the governor as directed by the twenty-fifth chapter.

221. The superintendent shall annually, by the first day of October, make a return to the adjutant-general, showing the names and number of the officers and cadets at the institute, distinguishing those between the ages of eighteen and forty-five, and showing also the public arms, ordnance, equipments, and accoutrements at the arsenal, and under the charge of the said corps.

How degree of graduate is conferred.

222. The governor of the state and the board of visitors and faculty of the institute may confer the degree of graduate upon any cadet found qualified to receive it, after examination upon all the branches of the arts and sciences and of literature taught at the institute.

*The words "and for the purpose of providing a fund for the support of the state cadets herein required to be admitted, the additional sum of five thousand seven hundred and ninety dollars is hereby appropriated annually, and the auditor of public accounts is hereby authorized and required to issue his warrant or warrants on the treasury for the same in the manner that other warrants to the said institute have been heretofore issued," have been omitted for the reason given in the note to section 196. See note to § 195

†The words "Washington and Lee University" have been substituted for "Washington College," the name of the college having been changed.—Acts 1870-71, c. 64, p. 61.

OBLIGATION OF CADET TO ACT AS TEACHER.

223. Every cadet who, since the eighth day of March, eighteen hundred and forty-two, has been or hereafter shall be received on state account, and shall have remained in the institution during the period of two years or more, shall act in the capacity of teacher in some school within this state for two years after leaving the institution, unless excused by the board of visitors; but this section shall not be construed so as to deprive such cadet of any of the compensation which he may be able to obtain for teaching.

Annual inspection and report of visitors.

224. The board of visitors shall annually inspect the public arms and other property at the arsenal, and make a report of their condition, and of the condition of the school to the governor, to be by him laid before the general assembly.

*How musicians are enlisted and paid.**

225. The superintendent may enlist musicians for service on that post, to be paid out of the annual appropriation heretofore provided.

Power to condemn lands and springs.

226. To enable the Virginia Military Institute to procure a supply of water for the institute, it shall have authority to acquire such springs, lands and rights of way as may be necessary, according to the provisions of chapter fifty-six of this edition of the Code.

* The 22d and 23d sections of this chapter, Code of 1860, have been omitted because the 22d section is repealed by Acts 1866-7, p. 795, c. 27. It provided for bestowing military commissions upon the officers of the institute. And the 23d section, relative to the enlistment in the public guard of a sergeant to serve as ordnance and quartermaster-sergeant at the institute, and to be allowed the same pay as other soldiers of the guard are paid, cannot be executed because the public guard has been abolished.

THE INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.*

Institution incorporated; its powers.

227. The asylum established "for the education of the deaf and dumb, and of the blind," by the act of the thirty-first day of March, one thousand eight hundred and thirty-eight, shall be continued, and the visitors thereof shall be a corporation by the name of The Institution for the Deaf and Dumb and the Blind, and be invested with all the rights and powers now vested in the corporation created by the said act, and be subject to the control of the general assembly.

Appointment of visitors; their term of office; president of board.

228. The governor shall annually appoint seven persons as visitors of said institution, who shall be a board for the government thereof. Their term of service shall commence on the first Monday in January in each year, and may continue until their successors shall be appointed. If any vacancy happen in the office of visitor, the governor shall fill it.

229. The board shall appoint one of the visitors as their president, and in case of his absence a president pro tempore. They shall also appoint a secretary.

Duties of board; removal of a professor.

230. The board shall be charged with the erection, preservation and repair of the buildings of the institution, and the care of its property, and shall direct and do, or cause to be done by officers, professors and agents appointed by them, all things necessary or expedient for promoting the objects of the institution, not inconsistent with law. But for the removal of any professor the assent of two-thirds of all the visitors shall be necessary.

Annual and special meetings.

231. The board shall have one annual meeting, and such intermediate meetings as they shall prescribe; the time and place of meeting to be fixed by them. A special meeting may be called at any time by the president or any three members of the board, notice of the time and place of such meeting being given to the other members.

Fiscal year; annual report to second auditor.

232. Each fiscal year of said institution shall end on the thirtieth day of September, to which time the accounts of the institution shall be made up, and the said board shall annually, before the first day of October, deliver to the second auditor a

* In Acts 1870-71, c. 198, p. 268, a joint resolution was adopted, asking congress to aid by an appropriation in the establishment of the American printing house for the blind and the American University for the blind.

report to the general assembly, showing the condition of the institution and its receipts and disbursements for the said year.

Schools for deaf and for blind; how pupils selected.

233. There shall be in said institution one school for education of deaf mutes, and another for the education of the blind. The pupils of each shall be selected as the visitors shall prescribe, among such persons as are unable to pay for their maintenance and support, to the extent of the means of the institution, and also from other persons, residents of this state, on such terms for their maintenance and support as may be agreed upon. But hereafter there shall be no charge for the education of pupils.

Arbitrators authorized.

234. If the president and directors of a company incorporated for work of internal improvement, the court of a county, or the council of a town, the directors of the Deaf and Dumb and Blind Institution, of the Western Lunatic Asylum, of the Eastern Lunatic Asylum, and Central Lunatic Asylum, cannot agree on the terms of purchase with those entitled to lands wanted for the purposes of the company, county, town, institution, or asylums aforesaid, five disinterested freeholders shall be appointed by the court of the county or corporation in which the land, or the greater part thereof, shall lie (any three of whom may act), for the purpose of ascertaining a just compensation for such lands.

Annual appropriation for the institution.

235. There is hereby appropriated* out of the public treasury annually thirty-five thousand dollars for the support of said institution, to be paid quarterly, on the orders of the board of visitors thereof, attested by their secretary and countersigned by the president.

*Additional temporary appropriations have been made at different times: To pay for furniture and for arrears and in support account, \$6,000—Acts 1849-50, p. 4, c. 1 § 1. To complete buildings, \$2,500.—Acts 1850-51, p. 5, c. 2, § 1. To purchase a library, philosophical apparatus, and organ, \$2,000.—Acts 1852, p. 29, c. 35. Annuity increased from \$15,000 to \$20,000 for heating, lighting, &c., the same, \$10,000.—Acts 1852-53, p. 25, c. 9, § 1. Same amount of \$10,000 for the next year for same purposes and for an additional building.—Id., p. 126, c. 145, § 2. For supplying institution with water, \$10,000.—Acts 1853-54, p. 30, c. 41. Addition of \$2,000 for heating and lighting.—Acts 1853-54, p. 9, c. 2, § 1. To complete heating the buildings by steam and to meet deficiency in support fund \$5,580.06, to purchase fire engine and erect engine house, \$1,000, for organ, \$1,500, for fencing the grounds, \$1,000 to supply deficiency on account of chapel, steam and gas fund, \$2,841. Acts 1855-56, p. 80, c. 93. Annuity increased \$6,000 for the years 1857, 1858, and 1859, out of the first year's appropriation, \$1,500, to be applied to purchase musical instruments for the blind department—Acts 1857-58, p. 118, c. 169, 170. Annuity permanently increased, making it \$25,000.—Acts 1859-60, c. 12 and c. 5, p. 84, § 1, and for the erection of a shop building to warm and light the same with steam and gas \$7,000.—Acts 1859-60, c. 12, p. 105. The payments to the institution for support are to be made one-fourth in advance on the first of October, one-half on the first of January (if the visitors or directors so require), and the remaining one-fourth on the first day of April—Acts 1859-60, p. 86, c. 5, § 3. In 1866-67, c. 105, p. 560, an appropriation was made of \$15,000 for restoring, repairing and refitting the institution, and in 1869-70, c. 68, p. 73, an appropriation of an additional \$15,000 to supply deficiency in previous appropriation..

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Editor of Official Department,

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THE Educational Journal of Virginia.

Vol. XVI.

Richmond, Va., November, 1885.

No. 11.

Education in Iceland.

Among the many little items which attract the attention of the traveller in this country is one of a peculiar sensitiveness on the part of the people in regard to the writings of those who visit their shores. The press of other countries is closely watched by them, and immediately a new book appears bearing upon themselves or their land it is procured and very closely scrutinized, and seldom fails to arouse their indignation against the author for some of his views or impressions. Borrow one of these books from the public or a private library and you will soon notice a little trick that many have of underscoring all favorable passages—often whole pages at a time—and of adding foot-notes or comments upon those which are not so pleasing or at all critical. They seem to have taken to the idea that a visitor has no right to state things as they impress him, and some of these authors would not be very warmly greeted should they ever return.

Overlooking any disagreeable traits or habits of their countrymen, these people point with pride to the high standard of morals and education which all visitors remark, and for which they are perhaps somewhat remarkable. As for the morals, the standard of the people as a whole is high. Murders have never been known, and brawls or other social disturbances are foreign to Iceland; but among the lower classes in the towns, where they seemed to have learned the tricks of other nations, petty larceny is not at all uncommon, and the only thing that keeps it from being less so is their clumsiness in pilfering and the consequent fear of being caught. In another respect, too, the morals of the common people throughout the island will hardly bear close scrutiny, but in this they have not been set the best example by the visitors and residents from other countries. That there is a high standard of education among these people is pretty generally known throughout other lands, but just how far it extends or

what branches it embraces we have not always the means of ascertaining.

In the early days of Iceland, during the eleventh, twelfth, and thirteenth centuries, when the mass of the learning of Europe was confined within the walls of monasteries, there was diffused throughout this isolated country, lying on the borders of the frigid zone, a broad and general knowledge; a kind of rough culture, from the midst of which stood out several bright luminaries, men remarkable for their learning and mental power, and who are now coming to be regarded as among the world's greatest scholars. To them we are indebted for some of the greatest literary productions we have, and which, by men who are well able to make the comparison, are pronounced equal to the writings of Homer himself. These writings also throw a new light upon the affairs of the whole world at that and previous times, and although it is only a few years since the attention of scholars was directed to this treasure, it is fast gaining devotees among all nations, and we may expect before many years to see it a subject of pretty general interest.

THE LITERATURE OF ICELAND.

To Iceland it is, then, that we owe a debt of gratitude for preserving to us a wealth of literature and historical knowledge which, but for her, would perhaps never have been put into writing, and had disappeared as completely as it has in the other Scandinavian countries. Following this time of literary activity, we find hundreds of years only occasionally studded with names of more than local celebrity. True, during the revival of learning which swept Europe in the sixteenth century, a flush of the movement appeared in this country, but it was of short duration, and things soon settled back into the old state, so to remain until the general enlightenment of the world in this country called forth the flame from the smouldering embers. During these years the education of the people extended only so far as the knowledge of the common branches and the reading knowledge of Latin which a father could impart to his children, and little use could be made of this beyond indulging the national pride and delight in reading the productions of their ancestors, the old sages of Iceland and Norway. The educational system at present is far from perfection, but the results attained are highly gratifying, and Iceland can once more point with pride to her poets and historians, her lawyers and teachers, who are not only found at home, but filling

honorable positions in the science of other nations and winning recognition for themselves and their country. Of primary schools only a few exist. A large majority of the youth of the land gain all the education they ever get, or are prepared for entrance to the "Latin School" at Reykjavik, at home.

The Church (Lutheran) is a national institution, and no person can become a citizen of Iceland who has not been confirmed, nor can they be confirmed before they can both read and write and have mastered arithmetic through decimal fractions. This insures a general foundation, and when, in addition, we consider their pride in being regarded an educated people, we are not surprised to find on many of the farms well-informed men who have never been to school a day in their lives. In the country the farms are so widely scattered that it is impossible to establish elementary schools, and a father is obliged to himself be the instructor of his children or procure the services of the parish priest, or one of the few graduates of the Latin school who travel about the country, for that purpose.

The requirements for admission to the Latin school are a proficiency in the common branches, especially the history and geography of Iceland, and a fair knowledge of Danish and Latin. During the six years' course in this school, the student gives most of his attention to the ancient and modern languages. A very thorough course in Latin, Greek and Danish, some time spent in English, French and German, and a superficial sketch of the natural sciences, unattended by any work in laboratories, fits him for graduation, and now, if he wishes to pursue his studies farther, there are three courses open to him—the priesthood, the study of medicine, and the University of Copenhagen, which he is at liberty to attend at the expense of the Danish Government.

FINISHING TOUCHES.

In case he chooses the first he spends two years in his theological studies at Reykjavik, and is then appointed to one of the parishes into which the island is divided. If medicine is to be his profession he studies three years under the direction of the physicians here, and after spending a winter at Copenhagen, where he gets his only experience in the hospital or dissecting-room, he is appointed, like the priests, to the care of one of the medical districts of the island, and receives his salary from the government. Those graduates who attend the university of Copenhagen have, of course, a large number of fields open to them, and, although—as our own Professor Ander-

son remarked soon after his arrival at the Danish capital—the dissipation of city life take a strong hold on some of them, others are there prepared to fill enviable positions in different fields of life. In addition to the college at Reykjavik, there is a smaller institution on the north coast, the requirements for admission to which are simply an ability to read and write, and whose pupils are carried through a fair course of modern languages and the natural sciences. To this school there has just been appointed as one of the teachers an Englishman, who for several years has acted as her British Majesty's consul here, and who has thoroughly mastered the Icelandic language and passed his examination with honor.

As for the girls, the same attention, with the exception, perhaps, of Latin, is paid to their elementary education as to that of their brothers, and there are five or six schools in different parts of the country, which are aided by and under the supervision of the government, where they may pursue studies in the higher branches. All the daughters, whose parents can afford it, are sent to Copenhagen for a winter or more, and having received the polish which a stay at the capital gives, without losing their natural, attractive manner, they return home and assume the duties of a household of their own, fully content to spend the remainder of their lives in their beloved island, the wildest land the sun looks upon, but still the gem of the northern seas.—*Pittsburg Dispatch.*

Hints in Teaching Natural History.

BY HON. JOHN H. FRENCH, LL D.

That person who gives a lesson on the forms of the leaves to-day, and on the toe of the chicken to-morrow, may be giving a good deal of information, but there is no system in it. A gentleman, in a town not far away, formed a plan that has since been adopted by the school board. One day one of the teachers came to him and said: "Judge, the children are tardy coming to school in the morning; what shall I do to get them to come early?" He replied: "You come to me in the morning and I will give you something to get them interested." She came; the judge went into his cabinet and took down a case of butterflies; he gave her one of the largest, and said: "Take that and show it to your scholars; direct their attention to certain qualities it possesses." The teacher did as she was

directed, every evening going to the judge for the lesson, and repeating it to the children in the morning. She was troubled with no more tardiness.

The study of natural history cultivates the observing powers, and causes children to notice the works of nature around them; it gives valuable knowledge; it makes the school attractive. The pupils like to come where there is something that interests them. Now, how can we introduce it? I suggest first not to make it prominent, nor have it occupy much of the regular school hours.

Next, how to teach natural history?

1. *You must make previous preparation.* Do not go to your school to give a lesson without having made some previous preparation for the work. You must have an object to use in giving the lesson.

2. *Make previous preparation of material.* If you are to give a lesson on the forms of leaves, have the children collect the various forms and bring them to the school-room. I never had any trouble in getting material. Make provision for the matter and then arrange a plan of work. A half-dozen facts should be arranged on a piece of paper, so that you and the class may know what to do next. Try experiments, and you will have experiments that will be gratifying to you. In assigning a lesson, teachers should have prepared the lesson before they assign it.

3. *Teach orally.* Do not have any books around. The book of nature is all the book you want. Have the object that forms the subject of the lesson before you. I never saw a teacher that could give a good oral lesson without previous preparation.

4. *Always use visible objects.* The study of natural history will only be valuable as you have the objects before you. If you cannot obtain the objects you want, the next best is a prepared representation; but there is so much in nature, that I would prefer to use natural objects. I would prefer to give a lesson from the cat, rather than from the elephant, because we can bring the cat into the room and the elephant we cannot.

5. *Teach facts, not science.* Do not attempt to teach the science of natural history. Teach the facts that are valuable for them to know, interesting for them to learn, and easy to be understood.

6. *Give short lessons.* You will find some people who will object to the use of school hours for this purpose; then take ten minutes before or after school. You can afford the ten minutes; the children will stay.

One lesson a week will answer very well. I taught a lesson every

Friday, and we gave just half an hour to it. In the course of the year we had about forty lessons. I gave out questions one week in advance, and people came ten miles to hear the answers.

7. *Make a point in each lesson.* Do not give a lesson that has not at least one point in it.

Let the pupils handle the objects and discover points. For instance, I hand a child a bird and say, "See how many joints you can find on that wing." He finds two principal joints. I ask, "How many feathers or quills on the under joint? How many on the upper joint?" Then I take a chicken and go through the process again, and they find the same number. Then I tell them that all domestic fowls and the birds have just the same number of feathers. This is a lesson in comparative zoology.

8. *Illustrate by incident and anecdote.* You will scarcely give a lesson in which some of them have not a story to tell. If you know no good stories or information, procure some good book that will give you some information. Suppose our lesson is on the bones of a bird. You tell your pupils to bring you the bone of a chicken. You saw it into two. They see that the bone is round; that it is hollow. Why is it hollow? Take the bones of a little chicken. They are not hollow. The bones are not hollow until they get feathers. I will tell you a story. My friend Judge Barlow was out hunting and shot a large bird. The bird was wounded in the wing and fell to the ground. He went up to it and found it was not dead. He took hold of its neck to choke it to death, but was not able. Then he noticed that the blood was bubbling from its wound. So he took some gun wadding and plugged up its wound, and with an easy pressure choked it to death. That bird breathed through its bones. There are little tubes running from the lungs around the joints and back into the bones, and when the bone was broken, being hollow, the bird still breathed, no matter how hard he pressed its neck. Always be sure the stories are correct, for superstitious beliefs are very prevalent in this country.

9. *Question more than you tell.* That is, lead the child to discover the facts by skillful questions.

10. *Have every lesson reproduced.* The lesson of to-day should be reproduced to-morrow; in this way we determine the amount of knowledge the child has obtained. In the spring we have the flowers; then come the fruits and a variety of productions; in the fall the trees undergo their last change—and so there is an abundance of material at hand for object lessons in natural history.—*From an Exercise, Venango Co., Pa., Teachers' Institute.*

Teacher and Pupil.

BY GEORGE B. LONG, PRINCIPAL OF EBERT SCHOOL, DENVER.

In the establishment of this government, the founders well knew that a more "Perfect Union" was necessary to the development of the colonies into a permanent government. They knew that if each State had the right to maintain an independent government, that there would always be disturbances which would destroy their usefulness to one another.

In the Union each State must respect the rights of others, and the lawful authority of its leader, and all respect and submit to the rightful commands of the highest officer in the land. This same law holds good in any form of democratic government. There must be a willingness to obey the one in authority; there must be some degree of harmony between the ruler and the subject.

Upon this principle depends the development of the children into men and women established in the principles of right.

There must be harmony in the family, in the school, and in the church, or the end desired in the establishment of these three great educational factors, will not be accomplished.

Parents should bear this in mind, and be careful in giving commands to maintain harmony in the family, if they would secure the confidence of their children, and teach them to regard the rights of others.

Parents should deliberate carefully upon the rights of the child, and the child should be taught that he must regard the just authority of his parents, and to exercise some control of himself in choosing the right and resisting the wrong.

The child must have a proper regard for those in authority or there cannot be a willing obedience. Parents and teachers may compel *conformity* to their commands, which I think is better than a continued violation of rightful commands; but it is only while under a watchful eye, or in fear of being found in wrong doing and punished, that he obeys.

The child should be taught to have confidence in the guidance of his parents, that he has their sympathy when he fails to do right, and that he need fear no severe chastisement in confessing his errors to them. With such union between parent and child, teacher and pupil, greater strength of character could be expected in the children.

As teachers, we ought to have enough interest in the welfare and

happiness of our pupils to respect their rights, which we sometimes forget in exercising our authority.

They have a right to be taught how to resist the temptations which they meet, what is right, and what is wrong.

How much time and care we are willing to bestow that the pupils in our care may be proficient in studies assigned them, yet we are not willing to spend five minutes in talking kindly to a boy who has a fault, when he needs our sympathy and encouragement in suppressing his tendencies to wrong doing.

We fret and worry over the intellectual advancement of the child, but give ourselves less concern about his progress in moral strength, when we know that all the intellectual power he can acquire, is of no benefit without a corresponding strength in moral power.

We urge our pupils forward in their studies, but do not take time to talk kindly to them of their failures to make themselves better in heart, or in trying to show them that "mental attainments lie very low when put beside a beautiful character," that "the world wants men, true men, who cannot be bought or sold; men who will scorn to violate trust. Genuine gold."

"The world wants men, pure men, free from the taint of sin; men whose lives are clean without, and pure within."

Our words will do much, but our example is the chief factor in the development of a good character.

We need to practice what we profess to believe, or we must not expect our pupils to develop into men and women of strong character.

We wrong our pupils when we exhibit an angry spirit, because they will follow our example and exhibit the same spirit when they feel themselves ill treated. At such a manifestation of our weakness we weaken the powers of those who witness our inability to govern ourselves.

The same is true of any deficiency we manifest. With all our failings it is right to teach good precepts, but wrong to punish the one who fails to keep them, if we have not by example taught him how to keep them.

We ought not, then, to expect our pupils to show much self-control, if we, ourselves, have not a full store of that necessary element for good government.

Let us not expect more from our pupils than we can do ourselves.

If we cannot speak kindly to them we ought not to take offence at their impetuous replies. Kind words will bring in return kind

replies. A writer says that "A spirit of kindness, if it can be made to pervade a school, is a fountain of virtue." Our children need our sympathy in their efforts to do right, our hearty generosity in their failures, and we must rely chiefly upon kindness in strengthening the moral powers of the children.

The children have a right to expect and demand just treatment from those in authority. Their minds are keenly alive to wrong and insult, hence they will rise up in open rebellion whenever provocation is given, and we immediately condemn them though we have taught them to do so.

We make some cutting remark to the pupil which stings him worse than a hot iron on the flesh, and expect him to keep quiet and make no reply. If he makes no visible signs of his suffering at the time, he is none the less sensible of the wrong committed, and finds release from his bondage as soon as possible.

The child has a right to expect forgiveness when he repents of the offences committed. "And if he trespass against thee seven times in a day, and seven times a day turn again to thee saying, I repent, thou shall forgive him."

Those in authority have forgiven us seventy times seven, and in such a manner that we know we are forgiven; but how slow we are to do the same with our children. We are in duty bound to forgive them for every offence, and to make them feel by our treatment of them that we have forgotten their fault.

Let us think of our own failings more, and the failings of others less, and when we have discovered how to correct our own faults, adopt such methods of government as will develop and strengthen character in those with whom we are associated, striving to have all our punishments characterized by kindness, firmness and justice.

The smallest part of our work is to qualify the pupil to pass to the higher grade. "It were better," says one, "that our noble school edifices should crumble to ruins, than that our children should be taught the truths of science without a corresponding cultivation of the moral sensibilities." I believe we may arrive to such a high state of moral attainments, that we may be able to control our pupils without corporal punishment.

Some have already arrived to that happy state of self-control, but the most of us have yet a hard fight to make. Yet in our manner of government we seem to put "All the virtues on our side, and all the vices on the side of those governed."

To illustrate the measure of the responsibility of the unfaithful

teacher, I will read a short Russian story. "Once upon a time, two souls arrived in the lower regions to suffer the consequences of their misdeeds upon earth. The one, in life had inhabited the body of a cruel robber and a cut-throat, who had openly arrayed himself against his fellow creatures, and was guilty of the most heinous crimes.

"The other was the soul of a teacher, who had not used to the best advantage the privilege of his office, but had been derelict in his duties to the children under his care. Each upon arrival, was hurled into a separate huge cauldron, under each of which crackled a blazing fire. Ages passed. The fire under the robber's tank gradually sank and died away; but the blaze under the neighboring cauldron continued unabating. At length the tortured spoke up, complaining of the manifest injustice of the punishment meted out to him, as compared with that of his companion.

"Then a voice made answer: 'Ponder upon the magnitude of thy wrong doing. Lo! the robber and murderer simply stole what, sooner or later, Nature takes away; but thou didst kill opportunities of improvement; thou didst steal multitudinous chances of good. The subtle poison which thou didst allow to escape has crept into crevices and nooks and, festering there, has bred loathsome pestilence, and all eternity cannot remove its taint.'

"Seest thou now the justice of thy prolonged damnation?"

"And the flames rose higher and resumed their dance around the white-hot cauldron."—*Colorado School Journal*.

What Shall we Read and How?

Some Suggestions on a General Course of Reading for a Young Lady of from 18 to 21 years of Age.

SUPT. W. C. HEWITT, CASSOPOLIS.

I. I believe it is absolutely essential to any course of reading that a definite amount of work be set apart to be done daily—rain or shine.

II. An inflexible rule should be: Never pass over a word whose meaning is not clear; never pass by a historical or mythological reference whose meaning is not understood.

III. It should be the aim of the reader to introduce into conversation the subject on which he is engaged.

IV. To successful reading it is necessary to mark the important pages, and re-read the marked passages at least five times at periods from two weeks to six months apart.

V. I would recommend 40 pages as the maximum daily limit for the first year, and I would read 10 pages in each of 4 books, or 13 pages in each of 3 books, or 20 pages in each of 2 books. I would advise the following plan : read 10 pages daily in a work on history, science, metaphysics, and education. For unless the mind is worked to a fever heat of interest it is better to read a few pages in a number of works. I would not let my regular yearly work exceed 8 books, and unless the books are very small I should rather limit them to 4.

VI. Whatever plan is adopted, only the great books of our language should be studied, and biography especially should be read in the masterpieces. I recommend *Parton's Biographies* for American history.

VII. Every teacher should have a catalogue of the great cheap book houses of the East. Books can be selected from the lists of the *Humboldt Library*, and the *Standard Library* for \$5 00, the careful study of which would increase the brain capacity and teaching capacity of every teacher who would read them. There cannot be any excuse for the *drones* in the work on the ground of *expense*.

VIII. Below I give a choice of books, selected not from the catalogue of publishers, but from my own working library : and the volumes named were chosen because : They seemed to be as cheap as any I could name ; they impart important and useful knowledge ; they create a love for literature and for *study*.

HISTORY—men make history, the true way to *begin* history is through biography.

But life is short and I should read *English* history in

1. *Creasy's History of the English Constitution.*
2. *Green's Shorter History of the English People.*
3. *McCarthy's History of Our Own Times.*

However, any good history of England, well studied for two years or one year will put the reader head and shoulders above the glib graduate of the English Literature, who discourses learnedly on the style and weak points of the Hallams, Leckys, and Humes, but who knows next to nothing about any of them.

I should read the history of the *United States* in any well written life of :

Franklin as the exponent of the industrial development of ante-revolution days.

Washington as the exponent of the active campaigns of the two wars.

Henry as the exponent of the early opposition to the constitution.

Jefferson as the exponent of Virginian social laws and customs, and the early struggles of the constitution.

Hamilton as the exponent of the early financial policy of the country.

Clinton as the exponent of early internal improvements.

Jackson as the exponent of the active campaigns of the war, and the period of nullification.

For the history of *America* previous to 1784 I should read Bancroft. After that I should read McMaster's *History of the People of the United States*.

For SCIENCE I should make a choice of: *Johnston's Chemistry of Common Life*,—General Science; *Wonders of the Deep* (De Vere)—an entertaining work on the wonders of the sea and land, salt, mercury, sand, pearls, etc.; *Chemistry of Creation*—the romance of physical geography and philosophy; *Life and her Children* (Buckley)—a delightful introduction to natural history; *Kingsley's Town Geology* makes the stones talk; *Romance of Astronomy* (Miller), *Wonders of the Heavens* (Flammarton) each makes the subject fascinating; *Sketches of Creation* (Winchell)—a popular work on geological questions.

I would study MENTAL SCIENCE in *Carpenter's Mental Physiology*, *Bain's Mind and Body*, and *Maudsley's Physiology of Mind*.

I would study Education in *Michigan and U. S. Reports*, that can be had for the writing, *Payne's Lectures* (unabridged), *Spencer's Education*, *Mann's Lectures on Education*, *Combe's Constitution of Man*, and *Quick's Educational Reformers*.—*The Moderator*.

Instruction in English.

BY W. W. GIST.

Thousands of teachers are trying to teach "grammar" who have no clear idea of what they should strive to accomplish. Most of the time is spent in parsing, the pupils see no practical advantage in such exercises, the work is irksome, and the study of the English language becomes distasteful. On the other hand, when a teacher has a true conception of the object to be attained and is fitted for his work, few

subjects are really so fascinating or so profitable as the study of one's mother tongue.

Let it be kept clearly in mind that the instruction in this branch should be of such a character that the pupil will be able to understand the English language and to use it in accordance with recognized principles. The scholarly Marsh has well stated the one object common to all in the study of language :

"Among the many ends which we may propose to ourselves in the study of language, there is but one which is common and necessary to every man. I mean such a facility in comprehending and such skill in using his mother tongue, that he can play well his part in the never-ceasing dialogue which, whether between the living and the living or the living and the dead, whether breathed from the lips or figured with the pen, takes up so large a part of the life of every one of us."

As a general statement this covers the ground exactly. Let us note a few particulars.

1. In the first place a pupil should be taught to speak the language correctly. What is more absurd than the practice of allowing pupils to give answers in the most faulty English without correction? The common errors in speech should be corrected and a teacher should stimulate those about him to use the best language.

2. A pupil should be able to read intelligently, to grasp without difficulty the meaning of a selection of plain English. His ability to do this will depend largely upon his vocabulary. While it is true that one's vocabulary is acquired chiefly by noticing the connection in which words are used, it is also true that every student must give special attention to the study of individual words, noting their shades of meaning and the distinctions recognized by standard writers.

3. A pupil should be able to read intelligibly, to convey to others in a pleasing manner the meaning of a selection from a standard author. This is a rare accomplishment. A good reader is not one who can imitate some elocutionist after weeks of drill on a peculiar selection. He knows the meaning and pronunciation of words, grasps the thought of the writer, and by proper expression conveys the thought to others. Certainly no accurate student of English fails to make a careful study of pronunciation. A knowledge of the common diacritical marks is a great aid to one making constant use of a dictionary, and a student should be familiar with them.

4. A student should be able to write plain, correct English, with due attention to spelling, penmanship, punctuation, capitals, para-

graphing, clearness of expression, and accuracy in the use of words. It is a lamentable fact that many graduates of high schools and colleges are not able to write a creditable letter. It is the uniform testimony of journalists that few manuscripts are received that can be placed in the hands of a compositor without correction. Any one who has an extensive correspondence with ministers, lawyers and other professional men, who are regarded as leaders of society, is astonished to find so many glaring mistakes.

Not long since I was called upon to examine a class of teachers. I wished to test their ability to express their thoughts on paper, and required them to write a sketch of one of the presidents, permitting each one to make his own selection. The following essay was written by a teacher who holds a first-class certificate :

"James K. Polk was inaugurated March 4, 1849. Calhoun elected vicepresident. it was the triumph of the Democratic party, the most important event during this administration, was the Mexican war. the annexation of Texas Mexico claimed to belong to Texas it was settled and, Texas was admitted into union."

The following essay on Lincoln was written by another aspirant for a teacher's certificate :

"He was a native of Kentucky and was a railsplitter by trade, he was serving his second term and was shot by Booth April 15 1861 and died in a short time, He was a democrat and a very good president."

The two essays are given in full. Of course such teachers do harm when they attempt to teach the English language.— *Western Journal of Education*.

Our Spelling.

The American Philological Association and the Philological Society of England jointly recommend for immediate use a large number of improved spellings.

The value of these rules consists in the fact that they express the agreement of the highest filological authorities, not only upon the fundamental principles of spelling reform, but also upon the first practical steps toward its accomplishment.

The English Philological Society, April 20, 1883, accepted, without a dissenting voice, the Rules for Amended Spellings proposed in 1881, by the American Philological Association ; and the American

Philological Association, at its meeting July 12, 1883, confirmed these Rules, so that now a body of amended spellings jointly approved by the two Associations is expressly recommended by them to the public for immediate use. They are as follows :

JOINT RULES FOR AMENDED SPELLINGS.

1. e.—Drop silent *e* when phonetically useless, as in *live, vineyard, bridge, bronze, single, engine, granite, eaten, rained*, etc.
2. ea.—Drop *a* from *ea* having the sound of *e*, as in *feather, leather, jealous*, etc.
Drop *e* from *ea* having the sound of *a*, as in *heart, hearken*, etc.
3. eau.—For *beauty* use the old *beuty*.
4. eo.—Drop *o* from *eo* having the sound of *e*, as in *jeopardy, leopard*.
For *yeoman* write *yoman*.
5. i.—Drop *i* of *parliament*.
6. o.—For *o* having the sound of *u* in *but* write *u*, as in *above* (abuv), *dozen, some* (sum) *tongue* (tung), and the like.
For *women* restore *wimen*.
7. ou.—Drop *o* from *ou* having the sound of *u*, as in *journal, nourish, trouble, rough* (ruf), *tough* (tuf), and the like.
8. u.—Drop silent *u* after *g* before *a*, and in native English words, as *guarantee, guard, guess, guest, guild, guilt*, etc.
9. ue.—Drop final *ue* in *apologue, catalogue*, etc., *demagogue, pedagogue*, etc.; *league, colleague, harangue, tongue* (tung), etc.
10. y.—Spel *ryme, rime*.
11. Doubt consonants may be simplified.
Final *b, d, g, n, r, t, f, l, z*, as in *ebb, add, egg, inn, purr, butt, bailiff, dull, buzz*, etc., (not *all, hall*).
Medial before another consonant, as *battle, ripple, written*, (writn), etc.
Initial unaccented prefixes, and other unaccented syllables, as in *abbreviate, accuse, affair*, etc., as *curvetting, traveller*, etc.
12. b.—Drop silent *b* in *bomb, crumb, debt, doubt, dumb, lamb, limb, numb, plumb, subtle, succumb, thumb*.
13. c.—Change *c* back to *s* in *cinder, expence, fierce, hence, once, pence, scarce, since, source, thence, tierce, whence*.

14. ch.—Drop the *h* of *ch* in *chamomile*, *choler*, *cholera*, *melancholy*, *school*, *stomach*.
Change to *k* in *ache* (ake), *anchor* (anker).
15. d.—Change *d* and *ed* final to *t* when so pronounced, as in *crossed* (crost), *looked* (lookt), etc., unless the *e* affects the preceding sound, as *chafed*, *chanced*.
16. g.—Drop *g* in *feign*, *foreign*, *sovereign*.
17. gh.—Drop *h* in *aghast*, *burgh*, *ghost*.
Drop *gh* in *haughty*, *though* (tho), *through* (thru).
Change *gh* to *f* where it has that sound, as in *cough*, *enough*, *laughter*, *tough*, etc.
18. l.—Drop *l* in *could*.
19. p.—Drop *p* in *receipt*.
20. s.—Drop *s* in *aisle*, *demesne*, *island*.
Change *s* to *z* in distinctiv words as in *abuse* verb, *house* verb, *rise* verb, etc.
21. sc.—Drop *c* in *scent*, *scythe*, (sithe).
22. tch.—Drop *t* as in *catch*, *piuch*, *witch*, etc.
23. w.—Drop *w* in *whole*.
24. ph.—Write *f* for *ph* as in *philosophy*, *sphere*, etc.—*Intelligence*.

Hints for Young Teachers.

1. Let nothing prevent you from thoroughly preparing every lesson—*no matter how simple*—that you are to give next day. Never go into the school-room without knowing exactly *even to details*, what you are to do.
2. No matter what happens be sure to keep your temper.
3. Don't omit to visit all families who send children to your school. Make a friendly call. Don't wait for them—and show yourself *really* interested in them and their children.
4. If any trouble occurs with any child, or there is danger of any—best go and see the parents and get their co-operation.
5. Don't be in a hurry about punishing, if necessary. *Waiting* to think it over never does any harm.
6. Be sure everything about your dress, desk and school-room is always in perfect order.
7. Try to make the room attractive, so that the children will find it pleasant.

8. Remember always that it is the best interest of the *children and school*—not your own that you are to work for.

9. Be sure that you carry out exactly all the directions you give. *Think well before giving them* : but then carry them out.

10. You must be entirely and wholly and always *just*. If not, you will not command respect—and not to have that, means failure.

11. Be *very* careful in your dealings with other teachers in the town. Never give them occasion to think that you set yourselves above them. Be always pleasant and friendly, you can learn from them. If you are working *for the schools*, there can be no jealousy—make them welcome in your rooms. *Seek* to know them. You can both give and get help, if you work in the right spirit.

12. Dress *perfectly—simply*. Celluloid collars and cuffs will save washing, and be always neat and clean. Dress should be plain, without much trimming. If it were not for washing, I would say, wear white aprons in school.

13. For arithmetic classes. Do all the examples yourselves at home before the time ; then you will know what you are about, and can tell where the error is. Keep ahead of your class.

14. Talk over all your difficulties together.

15. Don't take any part in any village *gossip*. Don't allow yourself to talk about *any one* in the village, unless you have something good to say.

16. Try to make the children *polite* to each other in school.

17. Try the plan of having a school house-keeper for each day. Try to get the children to feel interested themselves in keeping everything neat and in order.

18. Don't be afraid to say, "*I don't know*,"—if you don't.

19. If you have made a false statement about anything in a lesson—don't be afraid to acknowledge it.

20. Correct all errors in English speaking that you notice.—*Anna C. Brackett, in American Journal of Education.*

Normal Institutes.

The institutes that have been held all over the country are about closed after an unusually successful experience. Successful not alone in point of numbers but in matters of management and instruction. A retrospective glance over the work of this season and that of

former years will show many new features and improvements in old ones. Perhaps no more important change is to be noted than in the character of the work performed nowadays. Our institutes have outgrown their infancy and are in the vigor of growing and promising youth.

Following this development of our institute work has been the development of a better quality and system of work on the part of the great mass of teachers, and it requires no very close scrutiny to see the intimate connection and mutual dependency of the two. As the teachers have improved in work it has been possible to do a higher class of work in the institute, which in its turn has reacted upon the profession to the advantage of all its members. We are ceasing to be elementary, and we are rapidly falling away from the crudity of much of our early work. Instead of going to the institute solely to obtain a knowledge of the subjects taught in its curriculum the teachers go to obtain by study and discussion the best methods of presenting the various branches to their classes. They no longer go to learn geography or square root, but rather the best ways to *teach* geography and square root. To be sure this new order of affairs implies a higher grade of intelligence—it presupposes good previous training in the subjects as a foundation, and calls for the very best teachers in the ranks as instructors. What an advance, and what a hopeful sign of the healthy progressive development that is constantly at work among our teachers. More and more we believe that our institutes will become what they should be—schools of method. We can name half a dozen institutes in as many States where the work is so superior that the very best teachers are glad to enroll themselves—where the work is normal in the true sense of the word. The great benefit that accrues to the public school system from this improved work is too well-known to need any mention. Suffice it to say that a large per cent. of the improvements made in teaching during the past six years has been due to the work done in these associations of teachers. Institutes are no longer either ignored or sneered at by those who are out of sympathy with any form of progress. They have fairly won their way by their own merit, and demand and receive recognition as a most important and vital element in the system of education. They have a definite position and a high work.

Every year this work embraces a wider field. Every year the quality of this work improves, and every year they raise a higher standard for the teacher to attain.—*Central School Journal*.

Mind Your Business.

BY WOLSTAN DIXEY,

Nine-tenths of all that goes wrong in this world is because some one doesn't mind his business. When a terrible accident occurs, the first cry is that the means of prevention were not sufficient. Everybody declares we must have a new patent fire-escape, an automatic engine switch, or a high-proof non-combustible sort of lamp oil. But a little investigation will usually show that all the contrivances were on hand, and in good order; the real trouble was that somebody didn't mind his business; he didn't obey orders; he thought he knew a better way than the way he was told; he said, "Just this once I'll take the risk," and in doing so, he made other people take the risk too; and the risk was too great. At Toronto, Canada, not long ago, a conductor, against orders, ran his train on a certain siding, which resulted in the death of thirty or forty people. The engineer of a mill, at Rochester, N. Y., thought the engine would stand a higher pressure than the safety-valve indicated, so he tied a few bricks to the valve to hold it down; result: four workmen killed, a number wounded, and mill blown to pieces. The City of Columbus, an iron vessel fitted out with all the means of preservation and escape in use on shipboard, was wrecked on the best known portion of the Atlantic coast, on a moonlit night, at the cost of one hundred lives, because the officer in command took it into his head to save a few ship-lengths in distance by hugging the shore, in direct disobedience of the captain's parting orders. The best ventilated mine in Colorado was turned into a death trap for half a hundred miners, because one of the number entered with a lighted lamp the gallery he had been warned against. Nobody survives to explain the explosion of the dynamite cartridge factory in Pennsylvania, but as that type of disaster is almost always due to heedlessness, it is probable that this instance is not an exception to the rule.

What is most wanted in this world is people that will mind their business; all the devices, inventions, contrivances you can shake a stick at, won't insure safety; the real need is, automatic *obedience*, patent *honesty*, non-combustible *brains*, high-proof *character*. Men that can furnish these are in demand. Be sure, whatever your disadvantages, however humble your present position, your services will not long go a'begging if you have that one faculty of *mind*ing your business.—*Treasure-Trove*.

What Energy has Done.

BY AMY B. CLARKE.

Twenty-five years ago a few young men in London resolved to meet every evening to exchange ideas. The number gradually increased till it was necessary to hire a room. Growing ambitious, they hired lecturers and many people were brought together. Many of them now trace back their success to this effort at gaining knowledge.

Indefatigable industry coupled with the desire for knowledge produced great results. Walter Scott, when he was in a lawyer's office, spent his evenings in study. John Britten, the author of architectural works, said: "I studied my books in bed on winter evenings, because too poor to afford a fire." He used every opportunity to read; the books he picked up for a few moments at the book-stalls helped him, he says. Napoleon had indomitable perseverance and energy. Dr. Livingston at the age of ten years, working in a factory, bought with his first wages a Latin grammar, and studied it until twelve at night. He studied Virgil and Horace the same way, and finally entered college, and was graduated.

Many will ask how they can advance themselves in knowledge. The first thing is determination; the next perseverance.

Walter Scott gave this advice to a young man: "Do instantly whatever is to be done, and take the hours of recreation after business; never before it." Business men often say "Time is money." But it is more than that to the young man. If used rightly, it is self-improvement, culture, strength and growth of character. The habit of idleness is a hard one to get rid of. Time spent in reading anything and everything is weakening to the mind. Books chosen and read with care cultivate the mind and character. The books you read should raise your thoughts and aspirations, strengthen your energy and help you in your work.

Thackeray says: "Try to frequent the company of your betters. In books and in life frequent that which is the most wholesome society; learn to admire rightly. Note what great men have admired; they admire great things; narrow spirits admire basely, and worship meanly."—*Treasure-Trove*.

—*Doré's Works* and other books suitable for acceptable Christmas presents can be found at 417 Broad street.

NAMES OF MULTITUDE.—A little girl was near the picture of a number of ships, when she exclaimed : " See what a *flock* of ships ! " We corrected her by saying that a flock of ships was called a *fleet*, and a fleet of sheep was called a *flock*. And here we may add, for the benefit of the foreigner who is mastering the intricacies of our language in respect of names of multitude, that a flock of girls is called a *bevy*, and a bevy of wolves is called a *pack*, and a pack of thieves is called a *gang*, and a gang of angels is called a *host*, and a host of porpoises is called a *shoal*, and a shoal of buffaloes is called a *troop*, and a troop of partridges is called a *covey*, and a covey of beauties is called a *galaxy*, and a galaxy of ruffians is called a *horde*, and a horde of rubbish is called a *heap*, and a heap of oxen is called a *drove*, and a drove of blackguards is called a *mob*, and a mob of whales is called a *school*, and a school of worshippers is called a *congregation*, and a congregation of engineers is called a *corps*, and a corps of robbers is called a *band*, and a band of locusts is called a *swarm*, and a swarm of people is called a *crowd*, and a crowd of gentlefolks is called *élite*, and the *élite* of the city's thieves and rascals are called *roughs*, and a miscellaneous crowd of city folks is called the *community* or *public*, accordingly as they are spoken of by the religious *community* or the secular *public*.—*Exchange*.

TO HAVE a good school one must have good discipline. There never yet was a family trained up that amounted to anything without a constant course of discipline. We hear so much talk about " no rules," and leaving the government largely to the pupils, that we think an objection timely. The child learns nothing in school of more importance than the habit of obedience. The school that has no rules, whose pupils are left to their own guidance, is a poor institution. The teacher who is a good disciplinarian is always a success. When pupils understand that there *are* rules for their conduct, and that they *must* live up to them or suffer the penalty, they will cease to give trouble. In order to do effective work—in order that they may make progress, it is necessary that there should be certain limitations placed upon them in school. No army ever was victorious whose soldiers did as they pleased, and no school will amount to anything whose discipline is lax and feeble, and the man or woman who does not make his pupils understand that order is not only the first law of heaven but of the school-room, is not fitted to teach.—*Central School Journal*.

Announcement of National Educational Association.

PLACE OF MEETING IN 1886.

In the Preamble to its Constitution, this Association declares its *chief purposes* to be: "To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States." It therefore is clearly the duty of those who are intrusted with the administration of the affairs of the Association, to consider how these purposes can be attained; and, in doing this, the following *conditions* demand careful attention:

FIRST.—The means of achieving these purposes exist by and through the meetings and membership of the Association; therefore, it becomes chief in importance that the places selected for its meetings *shall be readily accessible to the largest number of teachers who desire to attend.*

SECOND.—The place chosen for a meeting must have ample accommodations, *at moderate rates for board*, for all who will probably attend; and suitable *halls* for holding the meetings of the Association and its departments; also an active interest among the citizens, that will insure a cordial welcome and efficient attention to all *local matters* pertaining to the needs of the Association.

THIRD.—The facilities for reaching the place of meeting, and the expenses of travel, must be such as to present *inducements for a large attendance.*

Earnest efforts having been made to ascertain in which place the foregoing *conditions* are most favorable for holding the next meeting of this Association, the Executive Committee have decided in favor of the City of TOPEKA, Kansas, for the meeting, to be held July 13, 14, 15, 16, 1886.

The following are some of the conditions relating to *Topeka*:

1.—Within a radius of 500 miles there are 100,000 teachers. The State Teachers' Associations of three of the States thus included voted in favor of holding the meeting at Topeka. One of the ballots on places for the meeting in 1885, resulted in a tie between Topeka and Saratoga Springs. At the meeting of the Board of Directors, at Saratoga Springs, last July, after listening to the able presentations of the respective claims of Topeka and Denver, the ballot for deciding which place should be selected was a tie. Denver is more than 500 miles west of Topeka.

2.—Accommodations for 6,000 teachers—hotel rates, \$1.25 to \$2.00 per day—and 5,000 teachers tendered the hospitality of its citizens at the nominal rate of *one dollar per day*—halls for all the meetings free. The Governor of the State, and other State officers, Mayor of the City, President and members of the Board of Trade, President of the Board of Education, Judges of the Supreme Court, Presidents of the Banks, editors, hotel proprietors, and many other leading citizens, have pledged their cordial attention, and the co-operation of efficient committees to carry out the promises made.

3.—The railroads of the West have given assurances of rates for *round trips*, at fare one way; also, very low excursion rates are promised from Topeka to and throughout Colorado, to Utah, California, and other attractive regions of the far West.

In behalf of the National Educational Association, and of the Executive Committee, I hereby acknowledge the earnest invitation of the Board of Education of the City of

Denver, and the generous offers of the Chamber of Commerce and Board of Trade of that city, which they so kindly extended to this Association.

More definite information in relation to the next meeting will be announced in January.

N. A. CALKINS, *President.*

New York, *November 30, 1885.*

Virginia Superintendents.

A good thing keeps; and one especially good pamphlet which deserved earlier notice is, "The Proceedings of the Third Annual Conference of County and City Superintendents of Public Free Schools, and Principals of High Schools of Virginia," held in Richmond last February. This association now includes nearly two hundred members, under the presidency of State Superintendent Hon. R. R. FARR; and, by report, certainly held a valuable session. Addresses were delivered by Professor McGilvray, General Armstrong, Dr. Newell, Dr. Ruffner, Professor Painter, Professor Vawter, and other speakers, with the usual entertainments and discussions. An exhibition of school-room work, the first in the State was made. But the most valuable part of the conference was the presentation of some thirty brief papers, by the county superintendents, containing a history of education in the county. Some of these gave the entire record from the settlement of the county to the present day; and all told the deeply interesting story of the past fifteen years of the public school system in Virginia. Altogether we have not fallen upon a hundred pages of more valuable reading for many a day; and we trust the Virginia Conference will push this matter till every county in the State has made its report, and then invite Dr. Ruffner to write the history of the public school movement, begun in 1870. A generation hence no reading will be more attractive to the school-men of the whole country than a fair history of education in the South, magnifying nothing, and doing full justice to the educational public and its great leaders from the earliest day. Now is the time to gather materials for such a work; and this can only be done by local effort, which will recall the history of all movements for public schools, with the record of notable collegiate and academic institutions, and the romantic chronicles of private family instruction. The North would be surprised to learn how many of its most famous men and women began life by teaching in Southern schools and families in the old days, and how many of its own celebrated men came North from Southern schools and homes. The record of eminent teachers brought to the South from Europe, especially from Great Britain, would be an interesting chapter in this history. If the teachers' association of every Southern State would begin at once the work of making such collections, the man will surely be found who will complete this great work in due time.

From these reports, several important facts appear: first, that the new free school system, begun in 1870 in Virginia, under great disadvantages, has had the varied experience always encountered; second, the gratifying success of the movement; so that to-day, in the number of children and youth at school, the amount of funds raised, the willingness to submit to taxation, and the overcoming of prejudice, there is a more favorable showing than ever before; third, that this has been accomplished

along with a corresponding growth in the secondary and higher education. Virginia was never so well schooled as this year. The establishment of State Normal schools for both races is the last notable achievement. All this is especially important because Virginia was the leading Southern State in the higher education before the war, and has, on the whole, done the best for the free schools of the eleven States most deeply affected, considering the circumstances, since 1865. The lesson for every State South is that the people have made up their minds to the free school, and the sooner their representatives in Congress make themselves "solid" on National Aid, the better will it be for their own States and the whole country.—*New England Journal of Education*.

—A SPLENDID CHRISTMAS PRESENT FOR YOUR PASTOR. A copy of *Neander's History of the Christian Church*. Apply at this office.

EDITORIAL PARAGRAPHS.

SECOND TERM OF THE STATE NORMAL SCHOOL AT FARMVILLE, VA.—We have just received from Dr. Ruffner the following circular, which we insert as a matter of general interest to our readers:

The Second Term of the Normal School will begin February 1, 1886, and continue until June 2. A new class to begin the course will be formed at the opening of the Second Term; and hence this will be a favorable time for the entrance of new students. It is our purpose also to graduate classes at the end of the First Term each year, as well as at the end of the session.

We desire that students who come here should be well prepared on the primary branches, particularly on *Arithmetic* and *Grammar*. This will enable them to get the full benefit of the professional modes of studying and teaching the same branches, as well as of other branches not previously studied. We have, however, a preparatory school where deficiencies may be made up; but this, of course, prolongs the time necessary to the completion of the course. All students should, when they come, be far more concerned to master the studies than to get through in any given time.

All who wish to come as *State Students* must receive the recommendation of their respective County Superintendents of Schools, and sign a promise to teach in the public schools two years after graduating. As long as we do not have the maximum number of students, we can receive as State Students all who apply, without reference to the number who come from any one county. It is so important to every county to have normally trained teachers, that we are particularly anxious to have students from counties which hitherto have sent no representative. School officers, and particularly School Boards, could secure this result by a decided expression of favorable opinions and wishes in regard to this matter. So long as the school officers show but little appreciation of the superior advantages of professional training, their teachers will be equally indifferent; and the style of teaching in such counties will be correspondingly poor and unprogressive. The State Board of Education will surely have an eye to this matter. County Superintendents might bring this subject to the attention of their people through the newspapers.

Expenses.—State Students pay no tuition, and the price of board and washing runs from \$12.00 to \$16.00 a month. The cost at the boarding department of the school is \$12, and a few places are now vacant. Families near by will give good accommodations at from \$12 to \$15 a month, washing \$1.25 extra. Hence the cost here to State students will be about fifty dollars (\$50) for the four months of the

Second Term. To pay students it will be \$15 more. Travel on the Norfolk & Western railroad costs two cents a mile to our students who receive a certificate from me, or their County Superintendent.

No teacher, young or old, and no young lady looking forward to being a teacher, could spend \$50 to \$75 to better purpose than in attending this school during its next term. Everything is working well here. We have an able corps of expert teachers—10 in number, and over 150 names on our register. At the end of every term we will send out a class of graduates, who will immediately make themselves felt; and already we have indications that the best schools of the State will look to this institution to supply them with teachers within the range of our course. This is a matter in which every community, every family, and every person, is interested. Above all, should it engage the prompt and vigorous attention of school officers.

We can furnish a limited number of applicants with our last catalogue, and I will take pleasure in supplying any additional information that may be wanted.

Concerning boarding in families, apply to Mr. A. D. Watkins, Secretary, Farmville, Va.

—The International Magazine, *Education*, for November and December, published by the New England Publishing Company, 3 Somerset street, Boston, and devoted to the science, art, philosophy and literature of education, is at hand, and contains an unusual amount of valuable reading for thoughtful readers on education. Dr. Harris, of Concord, contributes an article on the Methods and Limits of Psychological Inquiry; Dr. Millikin, of Ohio, discusses Education as Related to Physiological Laws. The Essentials of Linguistic Training are presented in an able paper by Dr. Greene, of New Jersey. The General Outlines of Education in Japan are described by S. Tegima, the Japan Commissioner of Education at London. Miss M. K. Smith gives an account of the recent Educational Congress at Havre, with Reports on Education at the New Orleans Exposition, presented by Hon. John Hancock, Prof. J. M. Ordway, Hon. M. A. Newell, Hon. Warren Easton, and others. Other articles, both home and foreign, are valuable contributions to the literature which the New England Publishing Company have done so much towards elevating and extending.

WHITNEY AND LOWELL CALENDARS FOR 1886.—The fact that the writings of James Russell Lowell and Mrs. A. D. T. Whitney are used for these two new calendars (published by Houghton, Mifflin & Co., Boston) is in itself enough to make them unusually attractive; but apart from this the Calendars are among the prettiest in their decorations that have yet appeared. The Lowell Calendar has an excellent portrait of the poet and a view of Elmwood, his house in Cambridge. The Whitney Calendar is printed in gold and light tints. The design is emblematical of the four seasons, which are symbolized by figures of little girls dressed in "Kate Greenaway" style, bearing a garland of Spring and Summer flowers, Autumn fruits and Winter holly. The color-printing is excellent, and shows a marked advance over recent work of this kind.

The popular Holmes, Emerson, Longfellow, and Whittier Calendars are reissued this year, their selections being newly arranged. All these Calendars measure nine by twelve inches, and are sold at the uniform price of one dollar. It seems as if, wherever they go, they must have an educating influence, artistically, as well as in a literary sense.

They may be had of West, Johnston & Co., 911 Main street.

Publishers' Notes.

The *Library Magazine*, for November, fully carries out its promise to furnish a repertory of the best periodical writing of the current month or two. This number contains about half a score of the most carefully conceived and best written papers in the English Reviews. Among these is a thoughtful essay by the Bishop of Carlisle, entitled "Thoughts about Life," being really a review of Herbert Spencer's *Principles of Biology*. Very readable is the "Dialogue upon Novels," by Vernon Lee. Mr. William Henry Hurlbert, well known as an American literateur, furnishes a well-considered paper upon "Catholic Italy and the Temporal Power." Mary Howitt, now eighty-five years of age, is now writing a series of Autobiographical Reminiscences. Perhaps the most interesting of these is that upon her "Girlhood," which appears in this number of the *Library Magazine*. Mr. Richard A. Proctor's paper upon the "New Star in Andromeda Nebula," is worth more than the space which it occupies. Captain Vernon Lovett Cameron writes a sensible paper upon "The Future of the Soudan." New York: John B. Alden, publisher, \$1.50 a year.

Latine et Graece.—A journal of classical philology, edited by Edgar S. Shumway. Eight numbers—during the academic year. Two dollars and fifty cents a year, in advance.

With the fourth volume this journal enlarges its scope to include not only Latin, but also Greek. To the teacher and the lover of the classics it presents its claim for a place on his table. The moderate price at which it is published brings it within reach of all. That its new year may be one of growth and improvement, it asks not only your subscription and commendation to your friends, but also suggestions, notes, hints on methods, criticisms of text-books, etc., etc.

Address, *Latine et Graece*, New Brunswick, N. J.

Pocket Lesson Notes on the International Lessons for 1886, by Rev. and Mrs. W. F. Crafts, 12mo (trimmed for pocket). Issued quarterly, 96 pp., each part. Illustrated with blackboard designs. Introductory price, 15 cents, scholars' edition, 5 cents. Funk & Wagnalls, 10 and 12 Dey St., New York.

This is, in many respects, a new departure in Sabbath-school helps. It is the first one to put a standard commentary (Jamieson, Fausset, and Brown's) into a help for scholars, besides which, they have both the Common and Revised Versions (with all notes) side by side, and marginal references, such as are found in Teachers' Bibles. Home readings and daily memory verses are put into this margin in such a way as to show the exact point in the lesson on which they throw Bible light. The questions are arranged on a novel plan that cultivates the art of making original questions. The fact that every lesson should have an object as well as a subject is steadily kept in view, and the lessons are taught with a view of leading at once to religious decision or action. The study of the Bible as a whole, and the habit of reading and memorizing daily a portion of it receives special attention.

A VALUABLE BOOK.—We have just received from the enterprising publishers, A. H. Andrews & Co., a most useful little volume suggestively called "*Look Within for Five Thousand Facts that Everybody Wants to Know*." It contains 75 pages

of condensed information on Mechanics, Statistics, History, Medicine, Astronomy, Finance, Mythology, Education, Mathematics, The Bible, Politics, Agriculture, Religion, Science, Temperance, Trade, etc., etc. In fact, there seems to be something for everybody and nothing that some one will not be glad to know. It is embellished with a number of colored diagrams, and is by far the most valuable and complete Pocket Cyclopædia we have yet seen. It is offered for sale at the exceedingly low price of 25 cents, for which sum in stamps it will be sent postpaid by the publishers, A. H. Andrews & Co., Chicago.

—*Harper's Young People* for 1885 forms a magnificent gift book for the young. It presents great variety, both in matter and in illustrations, and is put up in very handsome cloth bindings. Call at Randolph & English's and get a copy. Price, \$3.50.

Messrs. Ginn & Co. announce for early publication *Those Dreadful Mouse Boys*, second edition; *The Leading facts of English History*, by H. D. Montgomery; *Mediæval and Modern History*, by Prof. Myers; and in the Series of Classics for Children, Ruskin's *King of the Golden River*.

—Call at West, Johnston & Co's and secure one of the Longfellow, Emerson, Holmes or Whitney Calendars. Price \$1 each.

—Inkstands, paper-cutters, pictures, paper-weights, card cases, &c., &c., at Wal-ford & Son's.

Notes.

A Teacher's Institute, under the direction of Superintendent J. W. Simmons, was held at Floyd C. H. on the 19th and 20th of November, 1885. There were sixty-two teachers in attendance. Rev. W. R. Coppedge, Principal of Oxford Academy; Messrs. George W. Owens, W. H. Naff, Thos. L. Moore, C. D. Hylton, Clayton Cummings, and others, took prominent parts in the exercises. Miss Carrie Smith, assisted by the young ladies of Oxford Academy, furnished music for the Institute.

—Beckwith, Parham, & Anderson keep their Circulating Library supplied with the latest publications. Subscribe, and so help yourself and a much needed enterprise.

The publishers of Webster's Unabridged Dictionary have just added a new and valuable feature—a new Pronouncing Gazetteer of the World—containing over 25,000 titles, briefly describing the countries, cities, towns and natural features of every part of the globe. A choice Holiday Gift. See advertisement in this number.

—*Pompeii*, illustrated with superb engravings, and *Ivanhoe*, splendidly bound, and full of appropriate pictures, can be had of Beckwith, Parham & Anderson at reasonable rates.

The Johns Hopkins University Studies in Historical and Political Science for 1886, H. B. Adams, editor, will treat of American Municipal Government. Among

the monthly monographs will be the following: Dutch Village Communities on the Hudson River, Rhode Island Town Governments, Pennsylvania Boroughs, Introduction to State Constitutional History, City Government of Baltimore, Philadelphia, Chicago, St. Louis, San Francisco and New York.

—Beckwith, Parham & Anderson have on hand numbers of splendidly illustrated books, and a full stock of handsomely bound standard works.

Messrs. D. C. Heath & Co. announce for early publication *Studies in General History*, An Application of the Scientific Method to the Teaching of History, by Mary D. Sheldon. It will be accompanied by a Teacher's Manual.

—Walford & Son can supply all kinds of handsome books and bric-a-brac in their line.

Messrs. Ginn & Co. announce *Andreas*, Prof. Baskerville, as Vol. III of their Library of Anglo-Saxon poetry, under the editorial care of Prof. J. A. Harrison, of Washington and Lee University. Also, the Second Edition, revised, of *Beowulf*, by Profs. Harrison and Sharp.

—Randolph & English offer a large and varied stock of Christmas goods.

Messrs. A. S. Barnes & Co. have just issued an *Anglo-Saxon Dictionary*, by Prof. James A. Harrison, of Washington and Lee University. Prof. Harrison, with his accustomed energy and care, has brought the results of his thorough scholarship to make this an accurate and reliable guide—a much-needed aid to the students of Anglo-Saxon.

—An unusually large assortment of toy books at Randolph & English's.

—Handsome Teachers' Bibles at T. J. Starke & Sons'.

The Magazines.

The December number of the SOUTHERN BIVOUAC has a description by General C. C. Gilbert, U. S. A. of the opening of the Battle of Perryville, accompanied by a colored map showing accurately the position of the various divisions of the armies. The same number of the magazine contains a paper by Colonel W. H. Swallow, U. S. A. on the Battle of Gettysburg, which is also accompanied by an accurate map.

Hugh N. Starnes, of Georgia, contributes an interesting illustrated article on the invention of the Cotton Gin.

THE ATLANTIC MONTHLY for December. Contents: The Princess Caamassima. Henry James; Southern Colleges and Schools, Charles Forster Smith; Corydon to Thyr-is; Childhood in Modern Literature and Art, H. B. Scudder; Quatrains by Different Hands, I. Milton; The Shadow, John R. Tabb; II. The Night-Blooming Cereus, Charlotte Fiske Bates; III. Disappointment; Time, Thos. S. Collier; IV. The Bust of Kronos, William H. Hayne; A Country Gentleman, M. O. W. Oliphant; The Idea of God, II. John Fiske; To S. O. J., Invitation to a Walk, Edith M. Thomas; Two Halves of a Life; Life in St. Petersburg, Edmund Noble; The New Portfolio, Postscript: After Glimpses, Oliver Wendell Holmes; Louis Agassiz; Shakespeare's Fellows.

THE ATLANTIC MONTHLY for 1888 promises to be of special interest. It will have serial stories by Charles Egbert Craddock, Henry James and William H. Bishop. No more appetizing announcement could be made than that James Russell Lowell will write, both in prose and poetry, for the ATLANTIC for the coming year. John Fiske, who has made a special study of the period from the close of the American Revolution to the adoption of the Constitution of the United States, will contribute six or more papers shedding much and welcome light on that period of our history. Mr. Hamerton, the eminent English writer, promises a series of papers comparing the English and French in their

characters, customs and opinions; and Mr. Aldrich, who has written some of the best short stories in American literature, will furnish some more for next year's ATLANTIC. Houghton, Mifflin & Co. Boston.

ST. NICHOLAS for December.—Frontispiece: Portrait of a Little Girl "From a painting by Sir Joshua Reynolds. The Little Christmas-tree. Poem. Susan Coolidge. Little Lord Fauntleroy, Chapter II. Frances Hodgson Burnett. Initial and two illustrations. The Snow-storm. Verses. New Bits of Talk for Young Folks. II. (H. H.) Helen Jackson. Enough for Two. Picture. Santa Claus on a Lark. Washington Gladden. Two illustrations. How Fishes Climb Hills. Two illustrations. "A Right Royal Christmas to You" Christmas Card. My Echo. Poem. Illustrated and engrossed. School-life at Rugby. Eight illustrations. A Morning at Rugby during Vacation-time. Five illustrations; and a full-page portrait of Dr. Thomas Arnold. Putting This and That Together. Sky Sailing. Poem. One Little Rhyme. Verses. The Christmas Number. Picture. "Benevolent Boy!" Jingle. Illustrated. Christmas before Last. Frank R. Stockton. Five illustrations. The Considerate Crocodile. Jingle. Illustrated and engrossed. A Romance. Verses. Illustrated. The Rajah's Paper-cutter. Mrs. Krisa Kringle. Verses. Edith M. Thomas. Our Holiday Party. "Keep off the Grass." Picture. Among the Law-makers. Ch. XXVIII. From Bach to Wagner. IX. Chopin. Sixteen and Six. Verses. Illustrated and engrossed. The Smallest Dog in the World. The Adventure of a Mouse. H. P. For Middle-aged Little Folks. (Illustrated.) Jack in-the-Pulpit. (Illustrated.) For very Little Folks. Verses and illustrations.

THE DECEMBER CENTURY—The frontispiece is a striking portrait of the late Helen Jackson ("H. H."), with which is given an appreciative account of her life and writings, by a New England writer, followed by seven new poems, her last work in verse. G. P. Lathrop draws entertaining word-portraits of the Gardiners of Gardiner's Island, under the title, "An American Lordship," and the sketches, by Harry Fenn, give charming glimpses of their island estate. Mark Twain contributes a chapter of autobiography, entitled "The Private History of a Campaign that Failed," which is humorously illustrated by Kemble. It describes the writer's short service as a Confederate volunteer, and is the perfect type of a satirical war paper. The sketch has historical value as showing the fluctuations of opinion at that time, and the unmillitary character of some of the earlier campaigns. The writer's well-known map of Paris is not fonder than the maps he has sketched for his contribution to THE CENTURY War Series. Captain Ericsson furnishes the serious war paper of the number, which is both important as a contribution to history and interesting to the general reader, since it describes the principles of construction of the original Monitor and the performances of "The Monitors" as a class, all from the point of view of the inventor. The pictures illustrate fully the battle incidents, as well as the mechanical side of the paper. "The Loss of the Monitor" is briefly and most graphically described by a survivor, Francis B. Butts. The Shah and his palaces are described incidentally in an attractive illustrated paper on "The City of Teheran," by the Hon. S. G. W. Benjamin, late United States Minister to Persia.

LIPPINCOTT'S MONTHLY MAGAZINE A Popular Journal of General Literature. With the issue for January, 1886, important changes will be made in the literary character and typographical appearance of Lippincott's Magazine, which, while more than maintaining the former standards of excellence, will, it is expected, materially increase its popularity and widen its sphere of usefulness. The distinctive features of Lippincott's for the coming year will be as follows: It will be a live periodical, interesting itself in all the current topics of the day, literary, artistic, political and social, and enlisting to their discussion the ablest pens in England and America. A fair hearing will be accorded to all sides of a controversy, though the magazine will strictly preserve its own neutrality. It will be especially strong in fiction. By special arrangement it will be the authorized medium through which the choicest stories, essays and sketches by transatlantic authors will reach the American public simultaneously with their appearance abroad.

It will number among its American contributors such writers as Julian Hawthorne, Harriet Prescott Spofford, John Bach McMaster, Brander Matthews, etc., etc. It will be the cheapest first-class magazine issued in America. Recognizing the needs of the time for good literature at moderate prices, the publishers have decided to lower the subscription price, commencing with the new volume, to a sum that will place Lippincott's Monthly Magazine within the reach of all. 25 cents per copy. \$2.50 per annum, in advance.

THE NORTH AMERICAN REVIEW for December may be called an historical number, both from its topics and its contributors. It opens with an article by Colonel Fred Grant, entitled "Halleck's injustice to Grant." This article explains how Halleck so misrepresented General Grant, after the capture of Fort Donelson, that General McClellan authorized his arrest! It is an extraordinary revelation and is told almost exclusively in extracts from dispatches, many of which were suppressed.

"Rome and the Inquisitions" is a learned Catholic defence of the charge of cruelty against these ecclesiastical tribunals—outside of Spain.

Gen. Fry, in his "Acquaintance with Grant," describes the cadet life of the future "General of the Army," and vindicates Gen. Fitz-John Porter.

Senator Boutwell and Gen. Beauregard contribute two articles—on Johnson's plot and on Grant's mistakes, which are too important to discuss in a paragraph.

Mr. Rice, the editor, contributes the closing article on "A Disfranchised People," which, he claims, the citizens of Delaware are

POPULAR SCIENCE MONTHLY for December. The Scientific Study of Religion; Postal Savings-Banks; The Refracting Telescope (illustrated); Thomasville as a Winter Resort, by E. L. Youmans; The Spirit and Method of Scientific Study; The Social Life of Arctic Birds, Neuter Insects; Masson's Interpretation of Carlyle; Relations of Science to the Public Weal, II, by Sir Lyon Playfair, M. P., F. R. S.; The Uniformity of Nature, by the Bishop of Carlisle; Sketch of Prof. Alpheus Hyatt (with portrait); Correspondence: A Significant Analogy—Corporations and their employees; Editor's Table: President Lesley's Address; The Epidemic at Montreal; Party Government.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Superintendents' Conference.

Pursuant to adjournment, this body will meet in Richmond on the first Tuesday in February, 1886. The Legislature will be in session at that time, which will prevent the Conference from having the use of the Hall of the House of Delegates and the Senate Chamber. A suitable hall can be secured in which to hold the sessions of the Conference, but none with accommodations sufficient for the Conference and the school exhibits can be obtained. This, I regret to say, will compel us to dispense with the exhibition of school work, which was the most interesting and *instructive* feature of our last session. This, however, should not retard the work in the school-room, but each superintendent should arrange to hold an exhibition in connection with his county institute, thereby giving each teacher a chance to give a practical illustration of what is being done in his school in the way of actual advancement.

The following resolution was adopted by the last Conference :

Resolved, That we believe the Conference would more fully accomplish its end by having the President to select, some time before our annual meeting, the subjects for discussion at that meeting, and appoint a member to open the discussion, and that such opening address shall not exceed twenty minutes.

In accordance with the requirements of this resolution, I suggest the following subjects, and respectfully designate the gentlemen whose names follow the questions as the ones who shall "open the discussion."

I have not determined the order in which the questions shall be considered, nor the time—these will be fixed by the committee on programme :

The teacher's relations to the community in which he is employed.
—REV. GEORGE W. DAME.

Are county institutes for the improvement of teachers, as conducted, beneficial to our public free school system?—Rev. A. P. FUNKHOUSER, Superintendent.

The best method of conducting county institutes.—H. SHEFFEY ROLLER, Superintendent.

Should the State make an annual appropriation to conduct the Summer Normals?—E. C. GLASS, Acting Superintendent.

The relations between school superintendents and district trustees, and how should the latter be appointed?—A. A. McDONALD, Superintendent.

Should school trustees receive compensation for their services?—Captain J. G. BOARD, Superintendent.

Is the conferring of medals in our public free schools as an incentive to study, beneficial?—Professor W. F. FOX, Principal Richmond High School.

Text-books—How should they be used?—Major A. G. PENDLETON, Superintendent.

Should the State provide for life certificates to teachers, and how should they be awarded?—WILLIAM F. CARNE, Superintendent.

This list will do for the present, and I hope it will put Superintendents and other members of the Conference to thinking; and, if a subject of interest and importance suggests itself to them, that they will forward it to me, so that it can be given in the next JOURNAL.

I do not mean by this action to hamper the Conference or to shape its line of work, but simply to meet the requirements of the resolution. I hope the gentlemen named to open the discussion on the different questions will make good use of their twenty minutes—which, of course, does not prevent any other member from engaging in the discussion for such a length of time as the Conference may allow.

I earnestly appeal to every superintendent and all other members to be present. It will be the closing of my official term, and I am anxious to see that the system is in perfect order before I turn it over to my successor.

Regulation Adopted by the Board of Education, Nov. 23, 1885.

It shall be the duty of the district clerk to keep in a well bound book, to be furnished at the expense of the district, a register of all the school houses in his district, which shall give the name, letter, or number of each, and shall show the character of the structure, whether stone, brick, frame, log, or other material; whether the building is owned or rented by the district, and the location and character of the outbuildings; the amount of land attached to each school house, and, if the property is owned by the district, whether said land was acquired by gift or purchase; the height of buildings and number of stories of each, with the number of rooms, number of windows in each; size of rooms, height of ceiling, how ventilated; with any other fact that it may seem important to mention. He shall also keep an inventory of every article of furniture in each room or building, with the prime cost of same. He shall leave a sufficient space after each registry and inventory to enter such changes in the property as may from time to time be made, either by betterment or deterioration. He shall furnish a copy of the register to the superintendent and the clerk of the county school board, and shall annually thereafter report to the said superintendent and clerk any changes that may be made in the property of the district. It shall be the duty of the board of trustees to see that the register and inventory are properly kept, and that the property of the district is duly protected from waste and decay as well as from wanton destruction. If a board of school trustees fail or refuse to comply with this regulation the county school board may enforce its requirements.

Hon. J. L. M. Curry.

As all are aware, this distinguished man has resigned the general agency of the Peabody Education Fund to accept the appointment of United States Minister to Madrid.

This will be a great loss to the cause of education, especially in the South.

The appointment of Dr. Curry by the Trustees of the Peabody Education Fund was wise and timely. He combined in an eminent de-

gree, all those qualities of mind and heart which were essential to success, and could, and did give force to the great needs of our public free school systems when their enemies were thickest, as well as when their friends were the warmest. He was always ready to do valiant service in the great cause of popular education, and his enthusiasm in that direction was only equalled by his success.

He bears from Virginia the kindest remembrances of her school officers and teachers, and the regret is universal that he should have resigned.

The Board of Trustees at its last meeting decided not to select a successor until the next regular meeting in October, if then; it being the impression of the board that Dr. Curry had so systematized the business of general agent that, in future, it might in all probability be conducted by Dr. Green, the Secretary of the Board.

Grandstaff Fund.

We give below the apportionment made to Auditor Marye of the approximate amount reported to this department by him as required by law. This is the earliest that the report has ever been made to this department since the law was enacted, and should obviate the trouble that some of the teachers experienced last year in collecting their warrants on the said fund. The Superintendents will now receive their warrants in time to file them with their respective treasurers, and prevent them from paying the school revenue into the general treasury, and we trust that the teachers will have no trouble in collecting their warrants; but we advise teachers to present their warrants at *once* to the Superintendent, so that he may take them in and issue his warrant against the treasurer as the law prescribes; and then it is the duty of the teacher to present the Superintendent's warrant to the treasurer, in order that he may register it, even if he has not the money to pay, as by that means he can form some idea as to what amount will be necessary, and may be able to arrange with the Auditor to raise it.

Teachers must show some degree of energy in collecting their own debts.

[CIRCULAR NO. 482.]

COMMONWEALTH OF VIRGINIA,
DEPARTMENT OF PUBLIC INSTRUCTION,
(OFFICE NO. 520 N. 9TH STREET.)
RICHMOND, November 14, 1885.

*To County and City Superintendents of Schools
and County and City Treasurers:*

This circular is issued only for information, and gives the amounts apportioned to each county and city, and for which the Auditor of Public Accounts issues his warrants to the Superintendents under the provisions of sections 131 and 132 of School Law (Grandstaff Act, approved March 6, 1882).

The amount reported by Auditor Marye this day as due the schools of the commonwealth, under the above act, for the school year ending the 31st day of July, 1886, is \$626,758.12. I have apportioned at the rate of \$1,126 *per capita*, which makes a total of \$626,805.99.

This money is to be disbursed *exclusively* for the pay of teachers only upon the warrants of the School Superintendents, as provided for in said act.

This table shows the school population and the amounts apportioned.

COUNTY OR CITY.	School Population.	Amount Apportioned.
Accomac.....	8,702	\$ 9,798 45
Albemarle.....	12,570	14,153 82
Alexandria city.....	4,582	5,159 33
Alexandria county.....	1,248	1,405 24
Alleghany.....	1,840	2,071 84
Amelia.....	4,109	4,626 73
Amherst.....	6,870	7,735 62
Appomattox.....	3,871	4,358 74
Augusta.....	10,423	11,736 29
Staunton city.....	1,647	1,854 52
Bath.....	1,666	1,875 91
Bedford.....	11,420	12,858 92
Bland.....	1,895	2,133 77
Botetourt.....	5,104	5,747 10
Brunswick.....	6,397	7,203 02
Buchanan.....	2,236	2,517 73
Buckingham.....	6,436	7,246 93
Campbell.....	7,313	8,234 43
Caroline.....	6,480	7 298 48
Carroll.....	5,101	5,743 72
Charles City.....	2,078	2,339 82
Charlotte.....	6 826	7,686 07
Chesterfield.....	6,504	7,323 50
Manchester city.....	1,880	2,116 88

COUNTY OR CITY.	School Population.	Amount Apportioned.
Clarke	2,789	\$ 3,140 41
Craig	1,386	1,560 63
Culpeper	5,020	5,652 52
Cumberland	4,273	4,812 39
Dickenson	1,500	1,689 00
Dinwiddie	5,283	5,948 65
Elizabeth City	3,315	3,732 69
Essex	4,328	4,874 32
Fairfax	5,660	6,373 16
Fauquier	8,514	9,586 76
Floyd	5,142	5,789 89
Fluvanna	4,074	4,587 32
Franklin	9,356	10,534 85
Frederick	4,634	5,217 88
Winchester	1,720	1,936 72
Giles	3,565	4,014 19
Gloucester	4,429	4,987 05
Goochland	3,662	4,123 41
Grayson	5,574	6,276 32
Greene	2,215	2,494 09
Greensville	3,354	3,776 60
Halifax	13,348	15,029 84
Hanover	7,001	7,883 12
Henrico	5,891	6,633 26
Henry	6,436	7,246 93
Highland	1,860	2,094 36
Isle of Wight	3,557	4,005 18
James City	1,713	1,525 73
King & Queen	3,753	4,225 87
King George	2,420	2,724 92
King William	3,448	3,882 44
Lancaster	2,322	2,614 57
Lee	6,800	7,656 80
Loudoun	8,679	9,772 55
Louisa	7,100	7,994 60
Lunenburg	4,550	5,123 30
Lynchburg	4,907	5,525 57
Madison	3,777	4,252 87
Mathews	2,516	2,833 89
Mecklenburg	10,035	11,299 40
Middlesex	2,384	2,684 96
Montgomery	6,783	7,637 67
Nansemond	5,336	6,008 33
Nelson	6,199	6,980 07
New Kent	2,027	2,282 39
Norfolk city	6,695	7,539 57
Norfolk county	7,850	8,839 11
Northampton	3,339	3,759 70
Northumberland	3,155	3,552 53
Nottoway	4,260	4,796 76
Orange	4,978	5,605 21
Page	3,512	3,954 50
Patrick	4,808	5,413 79
Petersburg	7,203	8,104 56

COUNTY OR CITY.	School Population.	Amount Apportioned.
Pittsylvania*	16,601	\$18,692 72
Danville.....	2,126	2,393 87
Portsmouth.....	3,210	3,614 46
Powhatan.....	2,871	3,232 74
Prince Edward.....	5,606	6,312 35
Prince George.....	3,104	3,495 08
Prince William.....	3,457	3,892 57
Princess Anne.....	3,227	3,633 59
Pulaski.....	3,247	3,656 11
Rappahannock.....	3,799	4,277 65
Richmond city.....	21,536	24,249 53
Richmond county.....	2,843	3,201 26
Roanoke.....	5,167	5,817 97
Rockbridge.....	7,317	8,238 93
Rockingham.....	11,148	12,552 63
Russell.....	5,588	6,292 07
Scott.....	7,019	7,903 37
Shenandoah.....	6,505	7,324 63
Smyth.....	4,600	5,179 60
Southampton.....	6,508	7,327 99
Spotsylvania.....	3,804	4,283 38
Fredericksburg.....	1,334	1,502 08
Stafford.....	2,979	3,354 35
Surry.....	2,271	2,557 14
Sussex.....	3,830	4,312 58
Tazewell.....	5,011	5,642 38
Warren.....	2,634	2,965 88
Warwick.....	798	899 54
Washington.....	9,110	10,257 86
Westmoreland.....	3,300	3,715 80
Williamsburg.....	358	403 10
Wise.....	2,310	2,601 06
Wythe.....	5,335	6,007 21
York.....	2,837	3,194 46
Totals.....	556,665	\$626,805 99

*Including districts of Tunstall, Dan River, and North Danville.

A copy of this circular is sent to each county and city superintendent and to each county and city treasurer.

R. R. FARR,
Superintendent Public Instruction.

Who Will It Be?

Various rumors are in circulation as to who will be the next State Superintendent of Public Instruction. Last week Dr. J. William Jones, the Secretary of the Southern Historical Society, it was

claimed by his friends, would have a "walk over"; but predictions are not elections, nor do claims always yield profit, for before the week had grown old numerous other gentlemen had been brought to the front. Among them we heard named Mr. E. C. Glass, Acting Superintendent schools of Lynchburg, a man of fine ability and large experience in school work, who has been very successful in the management of the schools of his city, and who would make a careful and efficient State Superintendent. Numerous other gentlemen have been mentioned in connection with the place; but as it now seems certain, by the latest from *political* circles, that Hon. John E. Massey is to be the successful aspirant—in fact, that the place has already been *accorded* him—we deem it useless to give the others. Mr. Massey, in his legislative and official capacity, has always, so far as we know, been a friend to the public free schools, and we see no reason why he should not make an efficient State Superintendent.

We have no feeling in the matter, but earnestly hope that whoever is selected for the place may be in full accord with the system and the progress of the age.

Coupons.

The Legislature meets the second day of December, and we trust its first act will be to protect the school fund against these "cut worms of the treasury." Unless it does, our school revenue is *bound to suffer*; for when the teacher's warrant is forced to compete with the coupon it must depreciate in value from 15 to 20 per cent, and this will destroy all the energy of the system.

It is fortunate that, whilst the danger is imminent, it is not immediate, and can have no effect upon the schools until towards the end of the present school year; and if the Legislature acts promptly it may not then.

Substitute.

No teacher can act as a substitute unless he or she holds a certificate of qualification in full force given by the Superintendent of the county or city in which the school is located; and in the counties only upon the written permission of at least one of the trustees.

Substitutes in the counties must report in the name of the princi-

pal, and in the absence of regulations of the Board of District School Trustees, governing in such cases, must look to said principal for compensation, unless the substitute shall serve one or more months, then the report may be made in the name of the substitute, provided the Superintendent shall be notified of the fact of the substitute's having been employed by the district clerk.

A Problem.

Here is a very curious problem for little scholars to work out and explain : Take a piece of paper, and upon it put in figures your age in years, dropping months, weeks, and days. Multiply it by two ; then add to the result obtained the figures 3,768 ; add two, and then divide by two. Subtract from the result obtained the number of your years on earth, and see if you do not obtain figures that you will not be likely to forget.— *The School Journal*.

Preparing Black Boards.

There are two or three ways of preparing these boards, the finishing coat being the principal. The object to be obtained is a surface on which the chalk will make a clear and distinct mark, which will afterwards wash off and leave the board quite clear. If the board is a new one, it will require to be painted with, at the least, four coats of oil color and finished with one or two coats of varnish color, in mixing which only as much varnish (copal, or best carriage) should be used as will bind the color fast, without its being absorbent or fuzzy. The black should be ground in turps (drop black), then the varnish added, and should dry dead (or nearly so). This is an absolute necessity, as the chalk will not mark freely on gloss color. Another plan, which is a very good one, is to paint the board with (if new) three coats of oil-color, then with two coats of varnish-color; this having as much varnish added to it as will produce what is known as "egg-shell gloss." This should be allowed to become thoroughly hard, and then be cut down with felt and ground pumice. This is done simply to deaden the surface ; and if after being rubbed down, it is left again for the surface to harden, a capital surface will be produced for the work to be done.— *The School Journal*.

SCHOOL LAW OF VIRGINIA.

(Continued from page 474.)

VIRGINIA AGRICULTURAL AND MECHANICAL
COLLEGE.

Donation of public lands made by the government of the United States to this state accepted.

236. Whereas, it is provided by an act of congress, approved July second, eighteen hundred and sixty-two, that certain donations of public lands (to be appropriated to the endowment, support and maintenance of colleges for the benefit of agriculture and mechanic arts) shall be made to such states and territories as shall signify their acceptance of their proportions, respectively, of said donations, and of the conditions and provisions of said act: therefore, the donation of public lands proffered to the commonwealth of Virginia by the act of congress of July second, eighteen hundred and sixty-two, with the conditions and provisions therein prescribed, the same is hereby accepted; and the auditor of public accounts, under the direction of the governor, is hereby directed and empowered to apply for and receive from the government of the United States the land scrip to which the State of Virginia will be entitled under the said act of congress, and that he hold the same subject to further order of the general assembly.

BOARD OF EDUCATION AUTHORIZED TO SELL THE LAND SCRIP.

237. The Board of Education is hereby authorized to sell, in the manner that shall seem to them most advantageous, the land scrip donated to the State of Virginia, by act of congress of the United States, approved July second, eighteen hundred and sixty-two, and the acts amendatory thereof, and with the proceeds of such sale, which have not been heretofore invested, the said Board shall purchase bonds of the State of Virginia, issued since July the first, eighteen hundred and seventy-one, or bonds of the United States, or any other safe bonds or stocks, not bearing less than five per centum interest, and shall set the same apart, and constitute them into an educational fund, for the endowment, support and maintenance of one or more schools, in accordance with the provisions of said act of congress.

Interest on proceeds of land scrip; how appropriated.

238. The annual interest accruing from the proceeds of the land scrip donated to the state of Virginia, by act of congress of July second, eighteen hundred and sixty-two, and the acts amendatory thereof, shall be appropriated as follows, and on the condi-

tions hereinafter named; that is to say, one-third thereof to the Hampton Normal and Agricultural Institute, in the county of Elizabeth City, and two-thirds thereof to the *Preston and Olin Institute in the county of Montgomery.†

Conditions upon the grant of the annuity to the Preston and Olin Institute; name changed to the Virginia Agricultural and Mechanical College.

239. The said annuity to the Preston and Olin Institute shall be on these express conditions:

240. The name of the said institute shall be changed to the Virginia Agricultural and Mechanical College,

241. The trustees of the said institute shall transfer, by deed or other proper conveyance, the land, buildings, and other property of said institute, to the Virginia Agricultural and Mechanical College.

242. The county of Montgomery shall appropriate twenty thousand dollars, to be expended in the erection of additional buildings, or in the purchase of a farm for the use of the said college.

243. A number of students equal to twice the number of members of the House of Delegates, to be apportioned in the same manner, shall have the privilege of attending said college without charge for tuition, use of laboratories, or public buildings, to be selected by the school trustees of the respective counties, cities, and election districts for said delegates, with reference to the highest proficiency and good character, from the white male students to the free schools of their respective counties, cities, and election districts, or, in their discretion, from others than those attending said free schools.

244. If at any time the said annuity should be withdrawn from the said Virginia Agricultural and Mechanical College, located at Blacksburg, in the county of Montgomery, the property, real and personal, conveyed and appropriated to its use and benefit by the trustees of the Preston and Olin Institute, and by the county of Montgomery, shall revert to the said trustees and to the said county, respectively, from which it was conveyed and appropriated.

What to be taught at college.

245. The curriculum of the Virginia Agricultural and Mechanical College shall embrace such branches of learning as relate to agriculture and the mechanic arts, without excluding other scientific and classical studies, and including military tactics.

Students, how to be selected; and their term at college.

246. The said students, privileged to attend said college without charge for tuition, use of laboratories, or public buildings, shall be selected as soon as may be after the establishment of the said school, and each second year thereafter: provided, that on the recommendation of the faculty of the said college for more than ordinary diligence and proficiency, any student may be returned by the said trustees for a longer period.

* Name changed in section 246.

† By joint resolution it is provided that the interest on state bonds held by the Board of Education, purchased with the proceeds of the congressional land scrip, shall be paid as the same is paid to other colleges—see Acts 1872-3, c. 50, p. 31—not exceeding one year's interest.

Visitors, how and when appointed; their term of office.

247. All the officers of all the members of the present board of visitors of the Virginia Agricultural and Mechanical College at Blacksburg, shall be vacated on the fourth day of June, eighteen hundred and eighty, and their successors shall be appointed in the manner hereinafter provided. It shall be the duty of the governor, as soon as practicable after the passage of this act and prior to the close of the present session of the general assembly, by and with the advice and consent of the senate, to appoint a new board of visitors, whose terms of office shall commence on the fourth day of June, eighteen hundred and eighty, and to consist of eight persons, four of whom to be designated as the first class, shall continue in office until the first day of January, eighteen hundred and eighty-two; four to be designated as the second class, shall continue in office until the first day of January, eighteen hundred and eighty-four, and on the first day of January, eighteen hundred and eighty-two, or as soon thereafter as practicable, and biennially thereafter to appoint four persons to fill the vacancies in said board, who shall continue in office four years, or until the appointment and acceptance of their successors. If a vacancy shall at any time occur in the office of visitor, the governor shall fill the same for the unexpired term thereof subject to the ratification of the Senate at the next session thereof. The Superintendent of Public Instruction shall be ex-officio member of the board of visitors of the Virginia Agricultural and Mechanical College, and of the board of curators of the Hampton Normal and Agricultural Institute; and the persons so appointed shall be distributed as nearly equally as practicable between the four grand divisions of the State.

Office of visitor, how vacated and refilled.

248. If any visitor fail to perform the duties of his office for one year, without good cause shown to the board, the said board shall, at the next meeting after the end of such year, cause the fact of such failure to be recorded in the minutes of their proceedings, and certify the same to the governor, and the office of such visitor shall thereupon be vacant. If so many of such visitors fail to perform their duties that a quorum thereof do not attend for a year, upon a certificate thereof being made to the governor by the rector or any member of the board, or by the chairman of the faculty, the offices of all the visitors failing to attend shall be vacant.

Rector, president pro tempore, and clerk of board.

249. The board of visitors shall appoint from their own body a rector, who (or, in his absence, a president pro tempore) shall preside at their meetings. They shall also appoint a clerk to the board.

Meetings of board.

250. The said board shall meet at Blacksburg, in the county of Montgomery, at least once a year, and at such other times or place as they shall determine, the days of meeting to be fixed by them. Special meetings of the board may be called by the governor, the rector, or any three members. In either of said cases, notice of the time and place of meeting shall be given to every other member.

THE CENTURY FOR 1885-'86.

The remarkable interest in the War Papers and in the many timely articles and strong serial features published recently in *THE CENTURY* has given that magazine a regular circulation of more than 200,000 copies monthly. Among the features for the coming volume, which begins with the November number, are:

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Serial Stories by W. D. Howells, Mary Hallock Foote, and George W. Cable. Mr. Howells's serial will be in lighter vein than "The Rise of Silas Lapham," Mrs. Foote's is a story of mining life, and Mr. Cable's a novelette of the Acadians of Louisiana. Mr. Cable will also contribute a series of papers on Slave songs and dances, including negro serpent-worship, etc.

Special Features include "A Tricycle Pilgrimage to Rome," illustrated by Pennell; Historical Papers by Edward Eggleston, and others; Papers on Persia, by S. G. W. Benjamin, lately U. S. Minister, with numerous illustrations; Astronomical Articles, practical and popular, on "Sidereal Astronomy"; Papers on Christian Unity by representatives of various religious denominations; Papers on Manual Education, by various experts, etc., etc.

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Editor - - - WM. F. FOX.

Editor of Official Department,

R. R. FARR, . . . Superintendent Public Instruction.

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Primary Reading.

Reading is the most important branch taught in elementary schools; it is also the most difficult branch for both teachers and pupils, requiring long continued application and much practice on the part of the pupil, and intelligence, skill and patience on the part of the teacher. So impressed was President Hill, of Harvard, with the magnitude of the task of learning to read, that he said, "There is no man living, in England or America, who has learned. or can learn to read the English language; that is, to pronounce correctly at sight anything and everything written in it." Teaching to read in a skillful way involves so much of instruction and mental discipline as to fulfill almost the whole purpose of elementary education; so that, by the time a child has learned to read well, his faculties have received a large amount of training, and he has in possession the key that unlocks the storehouses of knowledge.

A superficial analysis of the process of learning to read shows it to consist mainly of three things:

1. Learning to see words accurately and quickly.
2. Learning the meaning of words singly and in sentences.
3. Learning to utter words in sentences with distinctness and expression.

Since a true method of teaching is always based on the natural method of learning, we have, corresponding to these, three things involved in the teacher's part of the work. It must be his aim,

1. To train the eye to see.
2. To cultivate the intelligence.
3. To train the vocal organs and cultivate expression.

This analysis enforces what has just been said, that to teach reading in a skillful way involves so much of instruction and discipline as to accomplish almost the whole purpose of elementary education.

Seeing is a chief function of the mind; complete seeing is the foundation of all valuable mental attainment; and training children

to see should be the chief business of elementary teachers. It is said that there is a school in Paris for the training of thieves. Much of the training has reference to sharp seeing. The pupils are practiced in enumerating and describing objects seen in passing along the street, until they are able to make an inventory of the articles in a dry-goods window, after passing it rapidly but once.

The child that can see sharply will usually make rapid progress in learning to read, and all exercises which tend to beget the power of ready and accurate seeing may be considered auxiliary in the work of teaching reading, while at the same time a right method of teaching a little child to read is a most excellent means of begetting in it the power to see.

There are three principal methods of teaching young children to read, namely:

1. The a b c method.
2. The word method.
3. The phonic method.

The first of these, though time-honored, has little to recommend it. On the contrary, it is surprising that a process so stupid and stupefying should hold its place so long, and still continue to hold its place in many schools, as this does. It consists in teaching the child to recognize at sight the twenty-six arbitrary characters which are used as signs of the elementary sounds of the language, and to call each by a name which has little or no resemblance to the sound or sounds for which it stands. Then he is taught arbitrarily that certain combinations of these characters represent certain words. In any given case, the child has not the slightest clew to the word in either the letters themselves or the names by which he has been taught to call them. Alphabetic spelling, so far from being an aid to the proper pronunciation of words, often leads directly away from it. For examples, the alphabetic spelling of the word *leg* gives *elegy*; *fig* gives *effigy*; and the first syllable of *ditty* gives *deity*.

But for the pronunciation by the teacher of every word as spelled by the pupil, learning to read by this method would be an utter impossibility. As it is, by dint of almost endless repetitions, the pupil begins, in the course of time, to discover that the same letters are constantly recurring, and unconsciously to attach to each its appropriate phonic value; so that the alphabetic method of learning to read is, in short, a very clumsy way of acquiring the sounds of the letters. The letters themselves are of no value to the pupil in making out new words until he knows what sound is represented by each.

The *word method* consists in teaching pupils to call words at sight, without any regard to the elements that compose them. In Great Britain and Canada it is often called the "look-and-say" method. Its advocates claim that it is natural, and analogous to the universal method of learning spoken language. In learning to talk the child always begins with words, not with letters nor with their separate sounds. It is also claimed that the word method affords more interest to the pupil, and so excites his powers to more rapid acquisition. But the satisfaction the teacher derives from the rapid progress of the pupils in the knowledge of a limited number of words, should not blind him to the fact that the analysis of words into their elementary sounds is only postponed, and must be accomplished before his pupils can be said to have learned to read. The method, after all, is only another and a more indirect way of learning to associate with each letter the sound or sounds for which it stands. After learning a considerable number of words as wholes, the child begins to discover that the same letters are constantly recurring, and at length comes unconsciously to attach to each letter its appropriate phonic value. He is at last in possession of the key to the language, that lay conspicuously before him at the outset. He has reached the process of analysis and synthesis, but later than necessary, and with little of value to show for the time spent and the loss of the disciplinary benefits which might have been secured.

The *phonic method* consists in teaching the pupil the sounds of the letters instead of their names, and to combine these sounds so as to form words, thereby furnishing him with an instrument which he can use himself in gaining a knowledge of a large majority of words in the language. The irregularities of our language present some obstacles to the successful use of this method; but when we consider that these irregularities must receive special attention, no matter what method is pursued, and that the child that knows the sounds of the letters has a key to nineteen-twentieths of the words in the language, these obstacles sink into insignificance. It cannot be denied that this method well carried out does furnish the child a key to the great majority of words, and reduces the stumbling-blocks to a minimum. Some teachers are so skillful in the use of diacritical marks and other devices in connection with the phonic method, that the obstacles presented by our irregular spelling almost entirely disappear.

The chief objection which has been urged against the exclusive use of this method is that it is unnatural and unphilosophical. In

learning spoken language, the child does not begin with elementary sounds, but with spoken words—the units of language; and this, it is thought, suggests the natural method of learning written language. To my mind it indicates the way of approach, the starting point; but it has little weight against the conclusion, drawn from observation and experience, that the safest and surest, as well as the shortest road to good reading is through a knowledge of the elementary sounds of the language and their corresponding symbols.

I desire to say, however, that the wisest and best teachers of this day do not confine themselves strictly to the phonic method, nor to either of the other methods described. A union of what is best in all the three methods is found to be most in accordance with correct educational principles, and to produce the best results; and this gives rise to what may appropriately be called the *eclectic method*, the principal features of which I shall endeavor to state.

1. *Its starting point is to teach the child to recognize at sight words with which he is already familiar in spoken language.* He knows words as sounds; he now begins to know words as forms. The child at first acquires spoken language by a natural impulse which causes him to practice unconsciously but persistently, the association of ideas with their corresponding sound-symbols. The natural approach to a knowledge of written language is similar. Familiar ideas and their well known sound-symbols are associated with their corresponding form-symbols, until each readily suggests either or both of the others. A child *knows* a word when he can pronounce it correctly at sight, and it readily suggests to his mind the idea of which it is the symbol. One reason why learning to read is often such an irksome task may be found in the failure of teachers to keep up in the pupil's mind this relation of words and ideas. Learning words as unmeaning sounds and forms is very dull work, as those of us realized who began the study of Latin by memorizing the paradigms, *hic, hæc, hoc*, etc.

Thus far, we are following strictly the word method, and rightly, for the word is the natural starting point. The word is the natural unit of language. The child already knows words as integral elements of spoken language, and, on the principle of proceeding from the known to the related unknown, his next step is to learn words as integral elements of written language.

But we have already seen that a child cannot learn to read without learning to associate with each letter its appropriate sound. To this he must come directly or indirectly, sooner or later, no matter what

the method pursued. It is only a question of time and ways and means. This leads me to say,

2. *The sounds and names of the letters are best learned by the analysis of familiar and easy words.* The practice of good teachers varies as to the time of beginning this work of analysis. Some proceed, as soon as the pupils are able to recognize a word at sight, to analyze it both by sounds and by letters. Others prefer to put off the work of analysis until the pupils have acquired a considerable vocabulary and are able to read simple sentences readily. Pains-taking and persistence are necessary when it is undertaken.

3. *This process of analysis should be followed soon by one of synthesis.* As soon as the letters and their principal sounds are known, the child should be practiced in combining them into familiar words. This is important. Sufficient practice should be given to beget facility in making out new words from the sounds of the letters composing them. This gives him practice in using the key which he now has in his possession, and of this he should have abundance.

4. *As soon as the pupil gets fairly started at reading, it is important that he have an abundant supply of easy and entertaining reading matter.* Conning over for a whole year the lessons of a single first reader does not furnish the necessary conditions of good progress. There should be many repetitions of the same words in different relations, to fix them firmly in the mind, the subject matter being as interesting as the repeated use of a few words will permit. A class, while mastering the first reader, could use profitably at least five times as much matter as the reader contains, provided few, if any, words not found in the reader are introduced. A few hundred words thoroughly learned by practice of this kind would constitute a sure foundation for excellent reading. It is a well-known fact that, as a rule, pupils that have plenty of suitable reading at home, advance more rapidly and read more understandingly than those who have not. Children learn to read by reading; and to become good readers in a reasonable time they must read a great deal.

5. *An essential part of reading is to get the sense.* The pupil must understand what he reads. In the early stages, every new word should be thoroughly mastered, both as to its meaning and its pronunciation, before there is any attempt to read a passage in which it occurs. Advancing, the reading lesson becomes more and more a language study. The meaning of words must be learned, the significance and force of phrases and sentences must be understood. In the light of such an ideal, what wretched work goes on in the schools!

What stumbling and bungling, and drawling and mumbling come of pupils attempting to read matter for which they have had no suitable preparation—sometimes matter entirely above their comprehension! Dr. Thomas Hill, already quoted, says, "To allow a child to read what he cannot at least partially comprehend, is to encourage him to read without thought, which is the greatest hindrance to literary and scientific progress. If his intelligence be not called into play, or if he have little general intelligence, his reading is likely to be of little worth." This suggests an important consideration, too commonly overlooked, that true progress in reading cannot more than keep pace with the child's growth in intelligence. Good reading implies a considerable degree of intelligence, and to expect a child to become a good reader without other intellectual attainments is unreasonable.

There are clearly two distinct exercises which must be carried on simultaneously in order to the fullest success in learning to read. One is thorough drill on a limited amount of matter, such as the pupil can master fully—not only to be able to call the words at sight, but to understand and appreciate the thought and sentiment. The other is practice in reading entertaining and instructive matter, entirely within the pupil's comprehension and calculated to form his taste and beget the habit of reading. The first of these will require most of the teacher's time and effort; the other may be done largely out of school, but under the teacher's direction.

6. It is scarcely necessary to add that *the pupil should be trained from the start in the right use of his voice*. No drawling nor ear-splitting tones should be tolerated. Naturalness and ease of manner and pleasant conversational tones are preferable to studied attitude and utterance.—*Ohio Educational Monthly*.

Thorough Teaching.

Every subject should be taught thoroughly, at least as far as the nature of the subject and the capabilities of the pupils will allow. They should learn nothing which they may have afterwards to unlearn.

Strictly speaking, this general principle should have formed a corollary to our twelfth axiom; but with the view of guarding against misapprehension we here give it as a distinct subject of discussion. No principle of education has been more abused than this; its specious name gives currency to a false coinage.

Perfect knowledge is only a relative term, for, absolutely considered, we can never know anything perfectly; however, we may aim at perfection, although we may not hope to reach it. By teaching a subject thoroughly, therefore, we simply mean that the information which we communicate to our pupils should be complete and exact as far as it extends, and that we should not rest satisfied until it is fixed in their minds; at the same time, we should not attempt to push our instruction beyond their capabilities, nor deceive ourselves with the idea that we have taught anything thoroughly which has been merely learned by rote. The most imperfect and fruitless kind of teaching is that where the master attempts to convey a perfect knowledge of all the parts of a subject before the faculties of his pupils are prepared for grasping such an amount of knowledge. A little knowledge, fully understood and thoroughly digested, creates intellectual power. The amount of knowledge fixed in the mind is not of so much account as the ideas which are evolved by the intellectual process of elaboration.

*To teach a subject thoroughly, we should teach it from facts and principles, and not from formulæ and rules; the subject should be learned gradually, and its varied aspects should be allowed to unfold themselves as the intellect of the learner becomes more and more ripened and developed.** If we wish to rear a lofty structure, we should look well to the foundations, and the superstructure should be built up gradually, and all its parts be allowed to become duly consolidated by time. We should not aim too much at immediate results, or attempt to crowd the labor of years into a single day. If we demand too much at once of our pupils, we are almost sure to receive from them much less than we might reasonably claim. Whatever a teacher may require his pupils to do, he should see that the thing is done with a suitable degree of finish and exactness: at the same time he should bear in mind that the power to do a thing perfectly can only be acquired by repeated efforts. As no man ever yet became learned in any subject by reading one book upon it, so the teacher should not expect his pupils to learn any department of a subject thoroughly until he has directed their minds to it again and again,

*“Laws and rules and principles were not originally presented to men. It required ages before, by a natural process, the mind deduced these laws, rules and principles from the facts presented to the senses. In a similar manner, but more rapidly, children shall themselves discover the laws, rules and principles—not simply accept them as so many incomprehensible dogmas.”—ZILLER.

“Rules are results.”—PESTALOZZI.

giving them at each recurrence more and more enlarged views of it. Owing to the inseparable connection subsisting between the different branches of a subject, our knowledge of it must be comprehensive before it can become exact in all its details; the outline of the subject must be first rough-hewn before the delicate touches of finish can be applied to it. Faraday, it is said, began the study of chemistry by reading Blair's catechism; and Newton's first book of mathematics was Barrow's easy course of geometry.

One of the best means of teaching a subject thoroughly is the

REPRODUCTION OF LESSONS.

The ideas which we convey to a child are of little importance compared with the benefits arising from the vigorous exercise of his powers in reproducing, arranging, or combining these ideas. The knowledge which we convey to our pupils is the ore thrown into the crucible; but the knowledge which we draw from them is the gold after it has been elaborated and refined.

Reading, says Bacon, makes a full man, conversation a ready man, and writing an exact man. In order to give children a readiness of expression, they should be accustomed to relate, in their own language, whatever they may have seen, read, or heard: this will also induce habits of attention and reflection, and will show them how the ideas of others may really become their own. This may be made one of our first lessons in language. But one of the highest forms of instruction, in an elementary school, is to require the pupils to reproduce, in *writing*, the lessons which may have been read by themselves in a class-book, or which may have been given to them orally by the master. This exercise not only thoroughly fixes the subject in the mind of the pupil, but if properly carried out, forms, at the same time, one of the best lessons in spelling, penmanship and composition. With the view of sustaining a proper tone of mental activity, dispatch, not less than accuracy, should be looked to in these exercises.

TO TEACH GENERAL PRINCIPLES THOROUGHLY, WE SHOULD GIVE EXAMPLES AND APPLICATIONS.

Children, even at an early age, instinctively ask us, What use is that thing? let us see it in nature. Their minds cannot sufficiently grasp a general proposition, apart from the things to which it applies. This is especially true in relation to all subjects of calculation and science; here the child readily understands the example or the fact, when he has not the slightest comprehension of the rule or the law.

In morals, too, the child will readily understand the nature of stealing from the narrative of some juvenile culprit, while he would be perfectly mystified by some grave and dogmatic disquisition on the principle of honesty. Generally speaking, the most talented boys in a school will not give an earnest attention to a subject until they have been shown its utility—that is, until they have been shown some of its applications; such boys will not take everything on the mere authority of their master, especially if the thing is within the range of their comprehension—they must see and understand the matter for themselves.

Without underrating or evading the difficulties of the subject, our explanations should be clear and simple. We should avoid a slavish use of text-books.

The teacher should constantly bear in mind that what is perfectly easy to him may be really very difficult to his pupils; so that, after all he may have done to render a subject clear and simple, his pupils may find it difficult enough for their comprehension. It is a mistake, therefore, for a teacher to tell his pupils that he has made a subject perfectly easy, thereby intimating that he neither appreciates their efforts, nor expects them to apply themselves vigorously to the subject. If a teacher cannot give a clear exposition of a subject, he had better leave the matter in the hands of his pupils; a complex or learned exposition is often productive of irremediable evils. The system of Jacotot, which requires the pupil to learn every subject, as well as every branch of a subject, thoroughly before he leaves it, has been carried to a ridiculous extreme by many educators. According to them, *the easiest way* of learning a subject is *not the best way*; for the main business of education is not so much to infuse knowledge as to develop power. The fallacy of this system is at once shown by the fact that it does not answer the end which it professes to accomplish; for we hold it to be a well-established law of our intellectual nature, that the faculties are best cultivated by those exercises which are apportioned to their strength, and not by straining them to their utmost tension. If a subject, or any particular department of a subject, is taught thoroughly—that is, from facts and principles, and not by rote—it is impossible to simplify it too much, or to impair its efficiency as an instrument of intellectual culture. The good teacher will constantly endeavor to lead his pupils in the ROYAL ROAD TO LEARNING—that is to say, he will try to make the road easy and pleasant; he will cut off its tortuous windings,

macadamize it, and remove all unnecessary obstacles; he will not create difficulties for the mere sake of trying the strength of his pupils, nor tax their endurance for the purpose of inculcating patience and humility. The little, pedantic mind delights itself in trifling with difficulties and in making difficulties of trifles; the superior mind invests every subject with its own comprehensiveness and logical simplicity. A good teacher never darkens counsel by words, or obtrudes the intricacies of a subject for the purpose of exhibiting his own power.

Why has mathematics hitherto been considered too difficult for ordinary boys to understand? Simply because some *Pons Asinorum* is thrown in their way at an early stage of their progress; because abstract propositions are taught apart from their application; and because, in place of having to learn the simple fundamental laws of quantity, the boy is required to deal with symbols involved with roots upon roots and operations within operations. You may as well teach boys history from Lingard, grammar from Horne Tooke, or drawing from the cartoons of Raphael, as attempt to teach them geometry from Euclid, or arithmetic and algebra from some learned work, which professes to be at once a class-book of the university and a manual of the schoolroom.

No man will teach a subject thoroughly if he restricts himself to the use of a particular class-book, more especially if it be a so-called perfect class book, for a complete work upon any subject is certainly not the best book to begin with. Alas for education if ever the examinations of our schools and training colleges should be based upon an invariable order of text-books! Under such an arrangement education would become a recognized system of cramming; a prescribed amount of knowledge would be got up, no matter by what means, provided the end should be attained. We hold that examinations should test the development of power, rather than the acquisition of knowledge; but such a plan of examination would ignore this development. The mind filled with knowledge in this way has been compared to a well-filled granary, but bears no resemblance to the fruitful field which multiplies a hundred-fold that which is thrown upon it.

This overweening attachment to text-books, and to a so-called thorough education, leads to *the neglect of general knowledge* as well as of the development of power.* Its tendency is to confine general edu-

* "I hold that sort of teaching to be in the highest degree immoral which crams the heads of our children with the unusable pages of text-books, and leads them to suppose they are gaining real knowledge."—F. W. PARKER, in "Talks on Teaching."

cation within very narrow limits, and to restrict elementary instruction to the mere rudiments of knowledge. It gives us the dry bones of the body of education, without the flesh, and the warm blood, and the vital principle—the principle of intellectual and moral life, of growth and development. Instead of cramming his pupils with all the minute details of a subject, the truly methodical teacher will rather seek to develop in them a power of working out the details of a subject for themselves; he has a far sublimer object in view than the slavish adhesion to the cut-and-dried forms of a text-book; he may not teach any particular science thoroughly in all its technical details, but he seeks to effect a far higher end—to develop in them that power which may, at some future period, not merely enable them to *know* a science, but to *create* a science. The drudgery connected with the details of some departments of knowledge often exercises an unhealthy influence upon the mind; for example, the committing to memory long catalogues of words, the exact dates of historical events, the lengths and breadths of countries, etc., tend to stultify the intellect of the pupil, and to withdraw him from the contemplation of more interesting facts and principles.

It must, however, be admitted that if a boy is to remain only a short period at school, he had better learn a little well than a great deal badly; the first rudiments of knowledge, comprising reading, writing, and arithmetic, should, above all things, be fairly learned by him before he leaves school; for a knowledge of these first rudiments becomes to him the great instrument of future development and acquisition.

One of the most obvious, and probably one of the most simple, means of teaching a subject thoroughly, is by repetition.—*Tate's Philosophy of Education.*

A Model School.

By SUPT. C. W. SPRINGER, *Webster county, Nebraska.*

AN IDEAL SCHOOL.

Our model school is an ideal one to some extent, and ought to be while improvement and progress are the watchwords. It is a neat school-house, pleasantly located, and thoroughly furnished, making it a home for the teachers and pupils. At the opening of the term

everything is found in its proper place, the children are clean, hair and clothing neatly arranged; they take the seats assigned them by the teacher pleasantly; every convenience for a thorough ventilation of the room has been provided; the small children sit on the seats suited to their size and comfort; pupils are taught how to keep the air in their room at its proper temperature; the teacher oversees and controls everything quietly, yet with a firm hand. At least once a month, a physician whose judgment can be relied upon, visits each room and inquires into the sanitary condition of the school and reports to the school board his approval or recommendation for changes to be made. Outbuildings are carefully watched that no obscene writing is found or nuisances committed upon the premises, and disinfectants are freely used at proper times. Parents send their children to school properly clothed and instructed to avoid those things detrimental to health, as wet feet, damp clothing, etc.

OPENING OF SCHOOL.

As there is a proper place for everything, so there is a proper time for everything—opening and closing, studying and reciting, leaving the seat or asking questions. Our school does not open in the morning at half-past nine or ten o'clock, and close at three, or at some time when a friend calls, anxious to take us out riding, but at regular and stated hours. Every pupil understands this and aims to be prompt, or brings a proper excuse. The opening exercises consist of the reading of some portion of Scripture from which the teacher impresses some moral lessons of benevolence, kindness, truth, sobriety, etc., or by singing by the school, or both. Sectarian instruction as such is carefully avoided, but the great moral truths that regulate humanity and make men's lives more beautiful, good, and true are zealously promulgated.

WHAT SHALL BE TAUGHT.

The teacher is now ready to impart instruction. We will not discuss the preparation, qualification, and character of the teacher, suffice it to say he or she is deemed qualified to conduct our model school. Now, what shall be taught? A smattering of arithmetic, grammar, geography, and reading? We say emphatically, no! A young lady in the east returned from boarding school, and related the sum of her accomplishments to a gentleman friend, when he retorted with more truth than was flattering to the young lady's

vanity : "Yes, a little French, a little music, a little German, and you know nothing of either." John Stuart Mill said, "The aim of all intellectual training for the mass of the people should be to cultivate common sense." We are to leave those things we have no time to teach ; and, whatever the special branch of investigation, we are to pursue that long enough to give us power to comprehend it, and a breadth of thought to enable us to grapple with other things for ourselves. Not how many problems solved, how many pages of grammar recited, but how much power of mind has been attained, *i. e.*, how much have the perceptive faculties been developed, how much have the reasoning powers been increased, and how strong are the retentive faculties. These are the great things to be sought after, and to be found in our model school.

THE RECITATION.

The teacher assigns a lesson, not long, but one of which the pupil already has some comprehension ; but if not sufficient, then the teacher by a series of questions or explanations so leads the mind of the pupil that he can get a clear idea of the subject and its relation to what has gone before. This calls forth the judgment of the teacher, but our teacher is equal to the emergency, and says the right word at the right time, leaving the pupil encouraged to investigate for himself, and he begins to study. We confine our study for the present to knowledge derived from books, so that we assume that we have a uniformity, and are as near what we need as the times allow.

So that having begun within our comprehension, we go on from the "known to the unknown," taking but one thing at a time, and thoroughly mastering that in its related order to other things, endeavoring to fix it in the memory, in such a manner that the next thought shall not crowd it out, but complement and broaden it, with the whole attention fixed, and the world shut out for the time. That is study !

Five objects may be noticed as making a perfect recitation : First, testing the pupil's knowledge of the subject under consideration ; secondly, illustrating and proving his statements ; thirdly, an opportunity for the teacher to give further information on the subject ; fourthly, to correct any errors that may have arisen in the mind of the child ; fifthly, preparing for future study. Manner and position of teacher is worth a great deal. In Germany a teacher does not sit during the recitation, or hold a book in his hand. Use the black-

board freely for everything. Require pupils to speak distinctly. Induce your pupils to think, then to express their thoughts clearly. Let definitions and rules be recited with exactness, other matters in the pupil's own language. In questioning, let the teacher be careful not to recite the lesson for the pupil.

PERSONAL INTEREST.

Give individual attention to each pupil, and thus develop every power possible; the human mind is not a cup to be filled to the brim and then hold no more, but it is a bud, continually unfolding and expanding, and like the fish, growing as long as it exists. Let us then strive to develop the faculties, rather than store the mind with isolated facts.

EXAMINATIONS

may be held regularly, but not too far apart. If a pupil has five recitations a day (which are too many for ordinary pupils) let one of them be specially devoted to examination, four advance lessons and one review during the week. If the work is written, then let everything be examined, and the pupil's attention called to his mistakes, also his good points in the work, and in some cases let the review be reviewed and fully corrected. Never allow an examination paper to pass without this care.

MEMORY EXERCISES

should be frequent; select passages from authors of merit may be recited each day. This will fill the pupil's mind with good thoughts and ennoble his actions. The boy who learns that "It is faith in something and an enthusiasm after something that makes life worth looking after," has gained a wonderful stride toward true manhood.

Use drill tables in addition every day in every department of the school to develop rapidity and accuracy. It is wonderful what a three months' course will bring out in this respect.

A WORD TO PARENTS.

Parents should learn that reading in the fourth reader before the child is fitted for a third reader is detrimental to his progress, and so in other studies. They should also remember their own failings in the government of their families; they have time to think, and whether they punish or not affects but one; the teacher must act often

at once, and his discipline affects everyone in the school-room. The child cannot leave home when the father punishes him for disobedience; what folly, then, to take him out of school for being reprov'd or more severely punished for breaking the rules. Keep your teacher if he or she is doing good work, even if some in the district have been reprimanded.—*New York School Journal*.

The Office of the Imagination in Education.

[From Morison's Great Poets as Religious Teachers.]

Owing to instincts, which are often safer guides than our most elaborate theories, the favorite stories and songs of children, and the folk lore which has found its way everywhere into human hearts and homes, are made up from traditions which appeal most vividly to the imagination, and people the world with ideal conceptions. Such are the books like Bunyan's "Pilgrim's Progress," of which thousands upon thousands of copies are demanded by each successive generation. In accordance with these same instincts, and for reasons which have commended themselves to wise and thoughtful men for many generations, the great poets have been recognized as august and effective teachers, and, at the head of those who have given the most perfect examples of literature, have had a leading place in the higher systems of education. It has been supposed that by studying them in their native tongues the young would become most thoroughly imbued with their mind and temper. Their sympathies would thus be refined and enlarged. Their higher faculties would be called into exercise. Drawn into closer companionship with those great souls, and sharing their highest thoughts, they would naturally rise with them into a higher sphere of life, and unconsciously become endowed with an intellectual, æsthetic, and moral dignity, refinement and simplicity which would hardly be reached so effectually in any other way. * * *

From the beginning, and more and more as they advance in their education at home and at school, in the books they study and the literature they read, our children should be imbued with the fact that there are laws higher than those of matter, and objects of more transcendent interest than any that can be dealt with from a purely materialistic point of view. Without a recognition of these higher laws and agencies, the material comforts which science and the mechanical arts are providing in such boundless profusion become in-

struments of moral and intellectual deterioration. The loftier ideals of life, and with them its nobler aspirations and ambitions, are lost. And when they are gone, wealth, all the more because of its abundance, enters as a corrupting influence everywhere, and taints the atmosphere in which it moves.

A liberal education is not confined to institutions of learning. Sometimes it is gained by private investigations and studies in moments snatched from a busy life; and sometimes, almost without books, it is gained, amid pressing circumstances, from the complications of business, from incidental intercourse with accomplished men and women, aided by habits of solitary meditation. But wherever and however it is sought, its office, and, indeed, the great purpose of life in training and educating men and women, is to call out what is noblest and best in them; to inspire them with high aims; to enlarge and purify their minds by familiarity with the grandest thoughts and lives; and especially to exercise their highest faculties by the truest and largest conceptions of nature, man, and God. The great poets, seers, prophets, who have been the vanguard in the progress of the race, and who, by lifting men up to a higher consciousness of what they ought to be, have kept them moving forward towards a higher ideal, must always hold the highest place in every well-organized and healthful condition of society.

Other branches of knowledge must not be undervalued. They belong to our daily life, and no man can do without them. But the higher and broader culture which deals with matters of a more transcendent quality, and which lifts science and life itself into a purer and larger companionship, should enter into the training of every child, and go with him from the nursery to the kingdom of heaven. The infant mind is open to the holiest impressions, and the more advanced the stage of intellectual progress he has reached, the more quickening and uplifting are the conceptions which he may find opening before him as he follows the guidance of the great poets of humanity.

Miss Bradford's Prize System.

Miss Bradford had a prize system of her own, which excited much good-natured mirth among her associates. Once a week she read the standing of her pupils, and arranged them in line according to their respective merits. Then she produced the treasures of her store-house, and spread them in tempting array upon the front seat, before which

the scholars passed in order, each selecting some article as she reached the collection. The prizes consisted of every valueless trifle that came into the teacher's possession ; but the eyes of childhood see with charmed glasses ; and some of these trifles were of rare value in the sight of her young pupils.

" You wouldn't dare give such ridiculous things in a better neighborhood," said Miss Baily.

" Never mind—I dare here," was the quiet reply.

Miss Bradford knew the efficacy of her weekly distribution of these senseless nothings too well to drop it for fear some stray parent should laugh or sneer at her. As for the prizes themselves, their variety was infinite. Many were contributed by the children. There were photographs of nobody in particular, defaced picture-frames, fancy buttons, bits of lead pencil, rules obtained from a business man free because his advertisement was stamped upon them, half-used copy-books, which discharged pupils had never come to claim, paste-board boxes, an occasional empty mucilage bottle, bright bows made from the best parts of her own cast-off ribbons, pens and slate-pencils, gay pen-wipers, and cunning little manufactures of tissue paper, odds and ends of worsted—well, we might as well begin to say etc. here as anywhere, for we shall never get to the end of the list. The contents of a boy's pocket are nothing to the contents of Miss Bradford's prize box. By far the greater part of the collection, however, consisted of pictures and small toys. Then there were always half-a-dozen fancy visiting-cards, with " Good Girl " written conspicuously upon them. These were eagerly snapped up by the head girls, so that the commendation they carried seldom went astray. Miss Bradford bought them by the hundred, and wrote the magic inscription herself.—*A Lucky Waif.*

Duty of Training the Will.

When will the earnest mothers of our land learn their highest and most imperative duty ? When will they see that boys only go to the bad when carried along by an untrained will ?—that a sinful maturity is but the ripened result of a wayward childhood ?—that a permitted neglect of childhood's duties will surely develop into the confirmed indolence and incompetency of later years ? Every boy and every girl is born with a certain motive-power called the Will ; and the object of this endowment is the control and direction of *self* far more

than the control and direction of others. It is the most valuable, the most indispensable element in human nature, for it is only by its determined use that we can compel ourselves to tread the sometimes thorny path of right. Do not say of that passionate, bad man that he is strong-willed. That is not the cause of his depravity, for George Washington, too, was strong-willed. Say that his strong will has never been taught its noble purpose; that it has never been properly harnessed and trained. That repulsive man was once a cunning little babe, and his pretty tempers and his funny defiance of parental rule were thought a thing greatly to be admired. Fondness and flattery predicted for him a doughty career—and he has made it. Who is responsible for the crimes he has committed if not those who should have studied him and taught him in the time of unfolding traits and moldable character. It is too late now, and the fearful consequences of parental weakness, negligence, or ignorance, will pass on through him, and those he has injured, to the end of time.—*A Lucky Waif.*

IF THE average teacher need not devote exhaustive study to the crayfish, after the example which Mr. Huxley has given him, there are things quite as important to which he can and should devote almost unlimited study. Even the most thorough-going scientist would probably admit that the study of human nature is as dignified in itself and as productive in results for human culture as the study of the crayfish. This is the kind of study which lies directly in the line of the teacher's work. He must learn to know his scholars; their knowledge and their ignorance, their thoughts and their habits; and in knowing his scholars he may come to know human nature in general. In acquiring this knowledge, and that other divinely revealed knowledge which will qualify him to become an effective teacher, the teacher may comfort himself with the thought that if he knows less about crayfish than he would have learned in the other course of study, he knows vastly more about boys and girls—and so about the men and women of the world.—*S. S. Times.*

Book Notices.

THE PHILOSOPHY OF EDUCATION; OR THE PRINCIPLES AND PRACTICE OF TEACHING. By T. Tate, F. R. A. S. With an Introduction and Annotations by Edward E. Sheib, A. M., Ph.D., Principal of the Louisiana State Normal School. New York: E. L. Kellogg & Co. 1885. 331 pages. Price, \$1.00.

This book has long held a high place among educational books, and although published nearly thirty years ago, it is safe to say that no more lucid and compact statement of educational principles has since been made. It satisfies the inquiring mind, for it deals with fundamental principles and shows most interestingly how the best educational practice comes from them. It embodies the experience of a life as a practical educator, and covers subjects nowhere else discussed; for it shows the philosophy of education in connection with the practice of it.

It is divided into five parts: Method Applied to Education—The Cultivation of the Faculties, Moral and Intellectual—A Comparison of Different Methods and Systems—The Application of Different Systems to the Various Branches—and School Organization and Discipline. The chapter on the Elements of Method alone is worth the price of the book. The style is clear and interesting to any one wishing to know the hows and whys of teaching.

A very valuable feature of the book is the annotations by Mr. Sheib, explaining and elucidating the text wherever necessary.

Another important feature is that such matter as is of comparatively little interest to teachers now, owing to differences of condition, and such as simply illustrates the principles laid down, is put in without leads, thus saving space and directing the reader at once to the most important matter.

The type is clear, paper and press-work is excellent; the binding—dark green cloth—is unique and tasteful.

RECEPTION DAY, No. 4. New York: E. L. Kellogg & Co. 160 pages, paper. 25 cents.

This is a fresh and original collection comprising some twenty recitations, an equal number of declamations; eight dialogues for boys and girls; five exercises for memorial days of distinguished men; and seven class-exercises for Christmas, Arbor Day, Thanksgiving, etc. The selections are short and lively; easily comprehended by the average scholar; the exercises can be used off-hand without scenery or the complicated accessories that makes so many dialogues more trouble than they are worth. Great care has been taken to exclude everything objectionable to a refined taste. Taken all together, Reception Day, No. 4, like the other numbers of the series, is just what the teachers are looking for.

THE ECLECTIC MANUAL OF METHODS, for the Assistance of Teachers. Van Antwerp, Bragg & Co. Cincinnati and New York.

This Manual has been prepared in answer to the demand of many teachers for something to aid them in doing effective work. It is a discussion of the best methods of teaching the usual branches of the common school course, and while specially illustrating the books of the Eclectic Educational Series, contains suggestions that will be valuable in using any series of books.

A LEXICON OF THE FIRST THREE BOOKS OF HOMER'S ILIAD, together with selections from other books. Prepared by Clarence E. Blake, A. M., Principal of Springfield (Mass.) Collegiate Institute. New York: D. Appleton & Co. 1886.

The author has aimed to obviate the objections to a partial Lexicon by giving the student a full knowledge of each word found in the work, not confining the explana-

tion wholly to the Homeric usage; so that not only the definitions, but the derivations, composition, etc., may be learned as well as from a complete Lexicon.

SHAKESPEARE'S KING RICHARD III, with Introduction Notes, Examination Papers, and Plan of Preparation. By Brainerd Kellogg, A. M., Professor English Language and Literature in the Brooklyn Collegiate and Polytechnic Institute, Author of *Text-Book on English Literature*, &c. New York: Clark & Maynard, Publishers, 771 Broadway. 1886. Sample copy sent for 25 cents.

YOUNG FOLKS' DIALOGUES. Designed for use in every form of Public and Private Entertainments. New and original. Edited by Charles C. Shoemaker, Publication Department, The National School of Oratory. Philadelphia: 1885. Price, paper, 25 cents; boards, 40 cents.

For sale by J. W. Randolph & English, 1302 Main street.

TOMMY'S FIRST SPEAKER FOR LITTLE BOYS AND GIRLS. Edited by Tommy himself. Chicago: W. H. Harrison, Jr., Publisher. 1886.

A good collection of short and simple pieces adapted to the capacity and tastes of the little ones.

STORIES FOR KINDERGARTENS AND PRIMARY SCHOOLS. By Sara E. Wiltse. Boston: Published by Ginn & Co. 1885. Mailing price, 30 cents.

A collection of short stories that experience has shown to be pleasing to the children, to whose criticism they were submitted before publication.

TOPICAL STUDIES IN AMERICAN HISTORY, by John G. Allen. 1885. Rochester, N. Y.: Scrantom, Wetmore & Co., Publishers. Price, 35 cents.

A carefully prepared manual of the history of our country arranged by topics. It contains besides a good deal of useful information, and a valuable list of books illustrating each period of the history.

Publishers' Notes.

THE LIBRARY MAGAZINE.—Alden's *Library Magazine* is quite the peer of the great \$4 monthlies, in the amount and high quality of the literature which it presents, though its cost is only the nominal sum of \$1.50 a year. Among the contents in the current number are articles by such noted authors as Canon Farrar, Max Muller, the Bishop of Carlisle, Cardinal Newman, Philip Schaff, and others. This magazine ought to have a circulation of a hundred thousand. You can get a specimen from the publisher, John B. Alden, New York, for the price of 15 cents.

"ELIA" AND CHARLES LAMB.—A unique genius, that of Charles Lamb. Just like nothing that ever appeared before them, or has since appeared, are the quaint and delightful "*Essays of Elia*," a new edition of which has recently been issued by Alden, "*The Literary Revolution*" publisher of New York. Turn to any of your cyclopædias and they will tell you that Charles Lamb was one of the most charming essayists that the English language has ever known, and also that his "*Essays of Elia*" are the choicest of his works. They are not merely the first work of their class, but, like "*Pilgrim's Progress*" and "*Robinson Crusoe*," they constitute a class by themselves. The volume is certainly one of the most delightful of the books described in Mr. Alden's 148-page illustrated catalogue, which he offers to

send for four cents, or the 16-page catalogue which is sent free. Address, John B. Alden, Publisher, New York City.

Teaching Physiology is usually attended with much discouragement on the part of both pupil and teacher. Those seeking better methods will be glad to learn that The Normal Book Concern, of Ladoga, Ind., announces the publication of a little book which must necessarily prove of great service to all who teach or study physiology. It comes under the title, *Physiology Outlined*, by J. F. Warfel, teacher of the Natural Sciences in The Central Indiana Normal School, Ladoga, Ind. It is a complete and scientific topical outline of the subject. It is the third in a series of similar books, following *United States History Outlined* and *Civil Government Outlined*, which have passed through several editions and become very popular all over the country. The *History* and *Physiology* are issued in paper at 15c.; in cloth, 25c.; *Civil Government*, 10c. For copies, address The Normal Book Concern, Ladoga, Ind.

January *Treasure-Trove* will contain an article by President Thomas Hunter, of the New York Normal College; also a health paper by Dr. Dio Lewis. Mary E. Tousey will contribute "The Biography of a Beetle," Prof. John Monteith will write about "The Little Rebels of Boston." "On the Wings of the Wind," by a popular writer, calling himself "One of the Boys," will tell how to make an ice-boat. There will be a bright, short story, "Lance," by Elizabeth P. Allan, and one by Sally Campbell, entitled "A Coward."

Notes.

"HOW GRANT MARCHED AGAINST MARK TWAIN."—The New York *Sun* calls attention to the curious fact that Mark Twain's article, in the December *Century*, entitled, "The Private History of a Campaign that Failed," is, by an odd coincidence, a contemporaneous supplement to chapter xviii in the first volume, just printed, of General Grant's memoirs. It appears that the only time that General Grant was really scared was when he had to meet the little army in which his future publisher was a private. At Palmyra, Grant, then a colonel, was ordered to move against Colonel Thomas Harris, who was said to be encamped at the little town of Florida, some twenty-five miles away. In his memoirs General Grant tells how his heart kept getting higher and higher as he approached the enemy, until he felt it in his throat, but when he reached a point where he expected to see them, and found they had fled, his heart resumed its place. Mark Twain was one of the "enemy," and that he and his fellow-soldiers were equally frightened appears in his frank confession in the December *Century*. The difference between the two soldiers was that Mark Twain was thrown into such trepidation that he then and there abandoned forever the profession of arms, whereas General Grant made on that occasion the discovery that the enemy were as much afraid of him as he had been of them. "This," says General Grant, "was a view of the question I had never taken before, but it was one I never forgot afterward. From that event to the close of the war, I never experienced trepidation upon confronting an enemy, though I always felt more or less anxiety."

THE COLUMBIA BICYCLE CALENDAR FOR 1886.—A truly artistic and elegant work in chromo-lithography and the letter press is the Columbia Bicycle Calendar for 1886, just issued by the Pope Manufacturing Company, of Boston. Each day of the year appears upon a separate slip, with a quotation pertaining to cycling from leading pub-

lications and prominent personages. In fact, it is, in miniature, a virtual encyclopædia upon this universally utilized "steed of steel."

The Magazines.

THE JANUARY CENTURY. Conspicuous among the varied features of the January Century are the short stories. Trouble on Lost Mountain, by Joel Chandler Harris (Uncle Remus), is even more powerful than his longer character novelette, At Teague Poteet's, the scene of both being laid among the moonshiners of Northern Georgia. Lost Mountain is a neighbor of the Kenesaw Mountain of Sherman's Atlanta campaign. In The Cloverfields Carriage, by F. R. Stockton, the humorous motive is the desire of a negro coachman who had left his former owners, in order to make his freedom appear a reality, to recover his former dignity as a trusted servant of the family. Mrs. Mary Hallock Foote gives new serial of Western life. Mr. James's Bostonians assumes new and interesting phases as it approaches the conclusion, which will be reached in the next number. In the Typical Dogs series, John S. Wise, of Virginia, and J. W. Munson contribute papers on Pointers, illustrated with engravings of seven fine dogs. In the War Series, we have General John Pope's pungent and personal description of The Second Battle of Bull Run, which, in its fighting, its depressing results, and its controversies, was one of the most remarkable events of the war. Few of the war articles have been so fully illustrated with map and pictures; and the Recollections of a Private, describing Two Days of the Second Battle of Bull Run, is replete with incident and attractively illustrated.

ST. NICHOLAS for January.—Frontispiece, The Burgomaster's Daughter. Christmas Every Day, five illustrations, W. D. Howells. Little Lord Fauntleroy, chapter III, three illustrations, F. H. Burnett. The Stranger Cat, verses, illustrated. My Grandmother's Grandmother's Christmas Candle. The Secret of it, poem, Susan Coolidge. A Chinese Game-song, illustrated. New Bits of Talk for Young Folks, II, Captain Bright Eyes and Lady Quick Ear, Helen Jackson, (H. H.) Nick Woolson's Ride, illustrated, Rose Hawthorne Lathrop. From Bach to Wagner, X, Wagner, illustrated by a portrait of Wilhelm Richard Wagner. Shoe or Stocking? verses, Edith M. Thomas. George Washington, chapters I, II, III, illustrated, Horace E. Scudder. The King of the Frozen North, illustrated by a full-page drawing. Big Hans and Little Hans, two illustrations. Santa Claus on Snow-shoes, full-page illustration. Ready for Business, IV, an Architect, illustrated headpiece. Answered Riddle Jingles, Little Dick Silverback and The Runaway House. Christmas Stars. Among the Lawmakers, chapter XXIX, ten illustrations. For Middle-aged Little Folk, The Brownies Tobogganing, three illustrations, Palmer Cox. For Very Little Folk, illustrated, Why Coralie was ill. Jack-in-the-Pulpit, illustrated. Editorial Note. The Letter-box, illustrated. The Agassiz Association. The Riddle-box, illustrated.

POPULAR SCIENCE MONTHLY.—Contents for January: Inoculation Against Hydrophobia, by M. Louis Pasteur. The Origin of Primitive Money, illustrated. Progress in Tornado-Prediction, by William A. Eddy. The Varieties of the Human Species. Communal Societies. Fish Out of Water, by Grant Allen. The Flower or the Leaf, by Dr. Mary Putnam Jacob. The Study of the Relations of Things, by Eliza A. Youmans. Agatized Wood of Arizona, illustrated. Non Conformity, by Herbert Spencer. A new Field of American History. Natural Heirship; or, all the World Akin. Science in its Useful Applications. The Physiology of the Feet. Sketch of Frank Buckland, with portrait. Correspondence: The Uniformity of Nature again—Scientific Freedom—The Genesis of a Tornado. Editor's Table: The Decline of the Ghost. Literary Notices. Popular Miscellany. Notes.

General Beauregard gives a history of the Shiloh Campaign in the January number of the **NORTH AMERICAN REVIEW**. He claims that General Algernon Sydney Johnson acted only as a corps commander at Shiloh. General Beauregard emphatically asserts (contrary to the common belief) that he was the sole commander on both days, and, without naming them, controverts the reports of Grant and Sherman as to the nation's forces being taken by surprise. Canon Farrar has an article on the Church in America in the January number of the **North American Review**. The Marquis of Lorne, Col. Ingersoll, Millionaires Astor and Carnegie, an Irish member of Parliament elect, John Boyle O'Reilly, Cassius M. Clay, Sir John MacDonal, and Frank B. Sanborn have articles in the January number of the **North American Review**.

THE ATLANTIC MONTHLY for January, 1888.—Contents: In the Clouds, I, II, Charles Egbert Craddock. The Free Negroes of North Carolina, David Dodge. Two Bites at a Cherry, Thomas Bailey Aldrich. Glaucus, Edith M. Thomas. Political Consequences in England of Cornwallis's Surrender at Yorktown, John Pike. The Princess Cassamassa, book second, XIV-XVI, Henry James. Barter Julie K. Wetherill. The New Portfolio. A Cry from the Study, Oliver Wendell Holmes. Sesames, Helen Jackson. A Country Gentleman, XLIII-XLVII, M. O. W. Oliphant. William Lloyd Garrison. Stedman's Poets of America. L'Art. The Contributors' Club. Books of the Month.

LIPPINCOTT'S MONTHLY MAGAZINE—The January number of Lippincott's **MONTHLY MAGAZINE** appears in an entirely new dress. A handsome cover has been designed for it, whose white parchment-like surface, printed in red and black, presents a very attractive appearance. The typography is also entirely remodelled, the double columns have been done away with, and large, clear, bold-faced type is used.

One of the most noticeable articles is contributed by Gail Hamilton, who criticises Civil Service Reform with her usual wit, vigor, and pungency. It is announced that an answer from the pen of Hon. Dorman B. Eaton will appear in February. Another feature of this number is a collection of criticisms by George Eliot upon Dickens, Carlyle, Kingsley, Browning, and others of her great contemporaries, newly resuscitated from the pages of the **WESTMINSTER REVIEW**. Two clever serials are begun, "A Bachelor's Blunder," by W. E. Norris, who stands in the front rank of modern English novelists, and "Taken by Siege," an anonymous novel, by a writer whose every touch reveals an intimate acquaintance with New York dramatic and journalistic life. The price of the magazine has been reduced to \$2.00 a year.

OFFICIAL DEPARTMENT.

R. R. FARR, Superintendent Public Instruction, Editor.

[The Journal is sent to every County Superintendent and District Clerk, and must be carefully preserved by them as public property and transmitted to their successors in office.]

Superintendents' Conference

Will meet the first Tuesday in February, 1886. This is an important session, and we earnestly hope that all the members will be present, whether superintendents or not.

We regret that we cannot have the proposed exhibition of school work, for the reason assigned in last JOURNAL, but there will be plenty to interest the Conference and to make the session a profitable one.

Free Text-Books.

There are several bills before the Legislature providing for free text-books for the pupils of the free schools of the State—embracing as many different plans as there are bills—which renders it extremely improbable that any one of the schemes proposed will be adopted this session. Some propose to require or *request* the Supervisors of the counties to make provision for free text-books. This scheme all school men know will not work: the schools are now too much at the mercy of boards of supervisors, and we don't want any more benefits that are to be coaxed out of said boards; and if a law of this character to provide free text-books is passed, it will simply mean the chaff without the grain. If free school books are to be provided, it should be done by a direct appropriation from the treasury of the State—it is due to the people that they should be so furnished.

The constitution provides that: "The General Assembly *shall* apply the annual interest on the Literary Fund, the capitation tax provided for by this constitution for public free school purposes, and an annual tax upon the property of the State of not *less than one mill*, nor more than five mills on the dollar." The minimum amount required, to wit: ten cents on the one hundred dollars of taxable values of the State only has been allowed, whilst the constitution provides that a greater amount may be set apart for the support of

the public free schools, *even* up to *fifty cents* on the hundred dollars of values.

There is every reason outside of the free text-book question why the amount set apart for our schools should be *at least* doubled.

But the constitution prohibits the use of the free school fund proper for any purpose except the pay of teachers' salaries; but the fact that the schools receive from the State the minimum, instead of a *medium* or the maximum amount allowed by the constitution, is good ground for insisting that the amount necessary to carry out the free text-book scheme should be taken directly from the revenue of the State and especially appropriated for that purpose.

We have examined all the bills that are before the Legislature, and as we think the one offered by Judge Waddill, of Henrico, comes nearest to what is required, and would be just, we give the full text of his bill as follows:

HOUSE BILL, No. —.

A BILL

To provide for the introduction of free text-books in the Public Free Schools of Virginia.

Patron—Mr. Waddill.

Reported from Committee on Schools and Colleges.

Whereas, both political parties have declared in their platforms for free text-books in the public free schools of Virginia, and in obedience to the demands of the people of the state for the same; therefore,

Be it enacted by the General Assembly of Virginia, That it shall be the duty of the board of school trustees for every school district in the state, on or before the fifteenth day of April, eighteen hundred and eighty-six, and annually thereafter, at their regular meeting, on or before the last Wednesday in October of each year, to make up a complete list of all books that will be necessarily required for the use of the school children of the public free schools of their respective districts for the ensuing year. The books listed shall be properly arranged in classes, and shall give the name of each book, with the style and number of copies required, by whom published, and the contract-price of each: provided, that no book

shall be listed or used unless it is on the latest list of books licensed by the state board of education, and has been adopted by the county or corporation school board of the county or corporation in which the school district is situated.

The list of books required, when made up and approved by the board of school trustees, shall be entered in the records of the district in a book to be kept for that purpose, which shall be known as the free text-book register, and shall always be open to the inspection of any citizen of the district, county, city, or town.

The clerks of the boards of school trustees shall immediately, upon the adoption of the school books required, forward a certified copy thereof to the president of his respective county, city, or corporation school board, which shall in no event be later than ten days after its adoption. Immediately upon receipt of said list it shall be the duty of the president of the school boards of the respective counties, cities, and towns to convene their said boards not later than the fifteenth day of May, eighteen hundred and eighty-six, and annually thereafter on or before the first Wednesday in November of each year; and they shall lay before their said boards the list furnished by the clerk or clerks of the board of trustees of the respective school districts; and the said county, city, or corporation school board shall examine the same and compare them carefully with the list of books licensed by the state board of education and adopted by them, and shall strike from the list all books not so approved, and shall see that no book is listed for a greater price than that fixed by the respective publishing houses in their contract with the state board of education: provided, that the books first selected under the provisions of this law shall be taken from the list of books adopted for the term beginning August first, eighteen hundred and eighty-six, and not from the present text-book list, and that thereafter they shall be selected from the latest list of books adopted by the said board of education, so as to avoid as much as possible frequent and unnecessary changes in text-books in our public free schools; and that in the adoption of all books the said board shall be governed by the text-book regulation of the state board of education when not in conflict with the law.

If, after a careful examination of the list furnished by the respective district clerks, a county or corporation school board shall find said list correct, it shall cause it to be entered in the minutes of its meeting and a certified copy thereof forwarded to the auditor of public accounts, to the superintendent of public instruction, and to

the treasurer of the respective counties, cities, or towns. The said list shall give the name and number of books required for the use of the school children who will attend the public free schools in each school district, with the contract price of each book, and shall state the gross amount that it will require to furnish said books for the respective counties, cities, or towns.

The county or corporation treasurer shall immediately on receipt of said certified list, make a requisition upon the auditor of public accounts, in the form which shall be prescribed by said auditor, for the amount shown by the said list to be necessary to furnish free text-books to all the children of the said county, city, or town who will attend the public free schools of the same for the ensuing year. It shall be the duty of the auditor of public accounts to pay the amount, shown by the certificate herein provided to be necessary to furnish the children who attend the public free schools of the several counties, cities, and towns, to the treasurer of the same, in preference to all other debts, dues, and demands against the commonwealth, out of any money that may be in the treasury not otherwise appropriated, and he shall have no authority to withhold the same: provided, that no money that is now set apart for the support of the public free schools of the state shall be used for that purpose.

The treasurer of each county, city, or town in the state shall keep in a well-bound book, to be known as the free text-book register, an accurate statement of all moneys received and disbursed by him on account of said free text-book fund, which shall show the amount received and paid out for each school district and for every sum disbursed he must have a proper voucher. He shall be responsible, under his official bond, for all money received and disbursed by him on account of free text-books. His commission for receiving and disbursing said fund shall be fixed by the county or corporation school board, but it shall in no case exceed one per centum.

Treasurers shall pay out the free text-book fund only upon the warrants or order of the respective boards of school trustees, which shall state upon its face for what it is drawn, giving the name and number of books required, with the contract price of each, and the said order or warrant shall be signed by the president and attested by the clerk of the board. No board of school trustees shall draw warrants in any year in excess of the amount due its district on account of the free text-book fund; and any board violating this provision shall be liable to a fine, to be fixed by the county school board, and to be recovered as hereinafter provided; any treasurer who shall pay any

warrant or order of any district board of school trustees for free text-books, in excess of the amount shown by the free text-book register to be due said district for that purpose, shall be fined, and in addition, shall not be allowed any credit for said order or warrant in his annual settlement with the county or corporation board.

The treasurer shall furnish an itemized statement of the free text-book account when called on to do so by the president of the school board of his county, city, or town, and at the annual meeting of the county school board, in November of each year, shall settle his account of all money received and disbursed by him on account of said free text-book fund. A certified copy of such settlement shall, within ten days, be forwarded to the auditor of public accounts by the clerk of said board; and should there be an unexpended balance in the hands of the treasurer on account of said free text-book fund, it shall be returned to the auditor of public accounts, and shall go into the general funds of the state.

It shall be the duty of the board of education, as early as practicable, to adopt the books to be used in the public free schools of the state for the four years from the first day of August, eighteen hundred and eighty-six, and to enter into contract with the respective publishing houses that furnish the books they may adopt, in order that free text-books for all the children who attend the public free schools of the state may be introduced into the same during the school year commencing the first day of August, eighteen hundred and eighty-six.

It shall be the duty of the respective boards of district school trustees and city and town school boards, prior to the thirty-first day of July, eighteen hundred and eighty-six, to make arrangements with the publishing houses to furnish for the lowest cash price, which shall in no case exceed the amount fixed upon in the contract with the board of education, the books that will be needed in the public free schools of their districts, cities, or towns for the free use of all the children who attend the same. The said board shall adopt, from time to time, such regulations as may be necessary to provide every child that attends the public free schools all the books that are required, and to protect said books from loss or injury. The books shall be the property of the district, city, or town, and shall be for the free use of all the children in the said district, city, or town who regularly attend the public free schools of the same: provided that each child, his parents or guardian, shall be held responsible for all free text-books used by said child, subject of course to the usual

wear, and must return the same to the teacher of the school when the child ceases to be a pupil of the same, or at the end of the session, or pay the actual price of the book.

The board of school trustees shall, at the commencement of each term, ascertain what books will be needed in the respective schools in their districts, cities, or towns, and shall put said books in the hands of the teacher of each school, with the price that shall be charged a parent or pupil if said books be lost or injured, with such instructions as to their management as they may think proper to give; and the said board shall take the teacher's receipt for all books delivered to him, which shall be accompanied by a list which shall show the condition of each book. All instructions from board to teachers in regard to free text books shall be either written or printed.

Each board shall have a stamp for its respective district, and shall stamp and number every free text-book owned by it in such a manner that the mark cannot be effaced or destroyed without detection, which stamp may be of any design the district board may determine, with or without motto, and shall have on its face the name of the county and district, followed by the number of the school in blank, the words "free text-book," and the date, thus: "Henrico county, Fairfield district, school No. —, session 188—."

The clerk of the board of school trustees may be designated by the board as the free text-book librarian of the district, and shall have the care of and shall be held responsible for all books owned by the district. Under instructions from his board, he shall deliver the text-books to the respective teachers of his district, taking their receipt in prescribed form for the same. He shall enter them properly in the free text-book register, and at the close of each term shall see that all books have been properly accounted for before the teacher is allowed his or her last month's salary. For this extra work the board may allow the clerk a reasonable compensation, to be paid out of the district fund, which shall not exceed ten dollars in any one year.

It shall be the duty of the county, city, or town school board to see that this law is faithfully carried out; and it shall fine any clerk, trustee, or other officer, who fails to discharge any duty that it imposes upon him, not less than five, nor more than one hundred dollars, which shall be deducted from any amount that may be due said party—or it may be recovered by a suit at law—and shall go into the general school fund of the county, city, or town.

For the purposes of this law, the school boards of the cities and

towns of this commonwealth shall have the same authority and responsibilities as county school boards and shall be governed by the same law.

All acts and parts of acts in conflict with this law are hereby repealed.

This act shall be in force from its passage.

Dr. John L. Buchanan.

The politicians must have changed their minds after the article headed "Who will it Be" was prepared for the last JOURNAL, or the information upon which we based our guess was inaccurate, as the Hon. John E. Massey seems to have been badly beaten—not even making a good second in the race.

Our acquaintance with Dr. Buchanan is limited, but from what we have seen of him, we like him, and are satisfied that he will make a faithful and efficient officer. We bespeak for him the hearty support of all the school officers in the State, of whom he will soon be chief.

The following from the Richmond *Dispatch* is said to give a very fair history of our State Superintendent elect:

DR. JOHN L. BUCHANAN.

He is to be Superintendent of Public Instruction of Virginia.

The Democratic caucus met in the hall of the House yesterday evening, and proceeded with the nomination of Superintendent of Public Instruction, with the following result:

First ballot: Grattan, 12; J. W. Jones, 15; Shepherd, 17; Buchanan, 26; Little, 8; H. W. Jones, 4; Massey, 8; Lacy, 3.

Second ballot (after some changes): J. W. Jones, 17; Shepherd, 18; Buchanan, 55. The nomination of Dr. Buchanan was made unanimous

Dr. Buchanan is a native of Smyth county, Virginia. He is fifty-four years of age. His parents, Patrick C. and Margaret Buchanan (*née* Margaret Graham) are natives of the same county, and are of Scotch-Irish descent. He received his primary and high school education at such academies as were accessible in his neighborhood and in the adjacent county of Tazewell. He received his collegiate education at Emory and Henry College, from which he was graduated with the highest honors of his class in 1856. During the two years following his graduation, he took charge of the department of An-

cient Languages in his alma mater, thus filling the vacancy occasioned by the absence of Colonel W. E. Peters, who was attending Universities in Europe. In 1858 he was elected to a chair newly created in the College, and continued in that position till 1878, when he was elected to the chair of Latin in Vanderbilt University. Upon his withdrawal from his alma mater the Board of Trustees of that institution conferred upon him the title of LL.D. He was subsequently elected President of Emory and Henry College, and also of the Virginia Agricultural and Mechanical College, at Blacksburg, Va. Since his removal from the latter in January, 1882, he has been connected with Martha Washington College, at Abingdon, Va. He has recently been invited to a chair in the University of Tennessee, but of course the Board of Trustees of that institution will release him, as his native State demands his services in this very important and responsible position. So it appears that he has been engaged in educational work for a period of at least thirty years, as he taught in primary schools before he became a student of college.

Dr. Buchanan has been associated with such distinguished educators in Virginia as Dr. E. E. Wiley, Colonel W. E. Peters, Professor Longley Davis Vawter, at Emory and Henry College; the faculties of the Virginia Agricultural and Mechanical College, and of Vanderbilt University, at Nashville, Tenn. He was appointed two years ago by the General Assembly of Virginia a member of the Board of Trustees of the State Female Normal School at Farmville. Dr. Buchanan is suited by temperament, by training, and by high administrative qualities to fill the position he has been called to. The State is fortunate in getting him.

First Virginia Teachers' Reading Association.

We are glad to encourage this worthy enterprise by publishing in full the following interesting circular of Prof. Painter, the President:

To the Teachers of Virginia:

In our State popular education is growing in favor. Constant efforts are being made to increase the efficiency of the public schools. Teaching is being elevated to a profession. The teacher should not only be acquainted with the subjects taught in the common schools, but he should also understand the science of education and the best methods of instruction and school government. For the purpose of

qualifying teachers for their influential and noble vocation, institutes are held and normal schools established.

THE TEACHERS' READING ASSOCIATION.

The object of this circular is to call your attention to the advantages of the First Virginia Teachers' Reading Association, which was organized August 12, 1884, at the Normal Institute held at Wytheville. The officers are as follows :

President—Prof. F. V. N. Painter, Roanoke College, Salem, Va.

First Vice-President—Rev. J. B. Greever, Rural Male and Female Seminary, Rural Retreat, Va.

Second Vice-President—Supt. A. G. Pendleton, Marion, Va.

Secretary—Mr. Robert Snively, Wytheville, Va.

Treasurer—Supt. Wm. G. Repass, Wytheville, Va.

BASIS OF ORGANIZATION.

The basis of organization is as follows:

1. This body shall be known as the First Virginia Teachers' Reading Association.

2. The object of the Association shall be to pursue a course of educational reading.

3. The officers shall be a President, two Vice-Presidents, a Secretary, and a Treasurer, to be elected annually by ballot.

4. All white persons in Virginia engaged in educational work, may become members of this Association by authorizing the Secretary to enroll their names and paying the annual fee.

5. The annual fee for membership shall be fifty cents.

6. The course of reading shall extend through two years, and consist of standard works on educational subjects.

7. The course of reading shall be prescribed by a committee of three to be elected biennially.

8. Examination questions on the books read shall be sent semi-annually to the members of the Association, to be answered and returned to the Secretary, who shall keep a record of the standing of each member as determined by the officers.

9. After the completion of the course, the officers shall award a certificate to each member who has maintained throughout a creditable standing.

10. After the expiration of two years, a more extended course of reading may be prescribed for those holding certificates.

COURSE OF READING.

The committee on course of reading, consisting of Hon. R. R. Farr, Hon. J. L. M. Curry, LL.D., and Prof. W. B. McGilvray, have selected a number of standard works relating to the science and art of education, among which are Raub's "Methods of Teaching," Johonnot's "Principles and Practice of Teaching," Raub's "School Management," Hewett's "Pedagogy," and Brooks' "Mental Science and Culture." Three or four months will be given to the study of each volume. *By special arrangement with the publishers, the books of the course will be furnished at little more than one-half the retail price.* The two years' course, which will cost about \$7, will provide the teacher with a choice educational library.

THE ASSOCIATION APPROVED.

The Association has been approved by leading educators and by the press. The Conference of Superintendents, held in Richmond last February, endorsed its objects, and pledged a cordial co-operation. Superintendent Farr, who personally aided in organizing the Association, gives it the following endorsement :

RICHMOND, VA., October 4, 1884.

I am gratified at the organization of the "First Virginia Teachers' Reading Association," and heartily endorse its aims and purposes as set forth in this circular. I hope the teachers within its territory will avail themselves of its advantages. County Superintendents are advised that it is to their interest and to the advantage of the schools within their respective jurisdictions that they become active members of this Association, and they are respectfully urged to assist the officers in bringing the object of the Association to the attention of their teachers, and to aid them in increasing its membership.

Very respectfully,

R. R. FARR.

PRESENT CONDITION.

The officers feel gratified at the successful beginning which the Association has made. Organized a little more than a year ago, it now numbers about four hundred members, most of whom have pursued the course of reading for the first year, and constitute *Class A*. Those who have recently joined, or may join the Association within the next several months, will form *Class B*, and begin the course with Raub's "Methods of Teaching."

ADVANTAGES.

The advantages of the Association are obvious. The course of reading is designed to cover the whole ground of educational theory and practice. It embodies the views of our ablest and most progressive educators. Teachers who wish to achieve success must qualify themselves for their work. The Association will stimulate effort, and wisely direct it. Its members will be inspired with a new interest in their calling; they will be made more efficient in their work by the adoption of improved methods; and they will be elevated to a higher rank as teachers by a clearer apprehension of the underlying principles of their vocation. The Superintendents of the State know the value of the course of reading, and already membership in the Association has led to desirable positions.

HOW TO BECOME MEMBERS.

The officers desire to increase the membership to one thousand. Teachers who wish to become members are requested to remit, by money order, postal note, or registered letter, the *annual fee of fifty cents, with ninety-four cents additional* for Raub's "Methods of Teaching," (retail price \$1.50) to the secretary, Mr. Robert Snively, Wytheville, Va. Members are informed by circular letter when the successive books of the course are to be taken up. All the books are furnished by the secretary. Raub's "Methods of Teaching," for the study of which three months are allowed, is a helpful and valuable treatise.

F. V. N. PAINTER, *President*.

Salem, Va., November 7, 1885.

Proceedings of County Institutes.

CAMPBELL COUNTY.

The annual county institute for Campbell county was held at the Courthouse on the 26th and 27th November, 1885. After brief religious exercises, conducted by Mr. T. A. Foster—one of the teachers—the roll was called, and forty-eight teachers responded. Others came later in the day and next day, making fifty-three who attended the institute. We hoped to have Professors F. V. N. Painter and G. W. Hoenshell with us to conduct the institute, but were disap-

pointed. After we had met, and before any exercises, a committee of teachers was appointed to arrange a programme for the institute. The committee reported the following programme:

- 1st. Roll call—teachers to answer by motto or sentiment.
 - 2d. Report of the condition and wants of their schools.
 - 3d. Reading essays and exhibiting work of pupils.
- All speakers limited to 15 minutes.
Adjournment until 9 o'clock to-morrow.

A motion was made on Thursday, the 26th, by Mr. J. J. Cabell, to adjourn until Friday, the 27th, on account of its being Thanksgiving Day. The motion was lost.

An essay on English Grammar was read by Mr. J. J. Cabell, and discussed by the institute.

Mr. T. A. Foster read an essay on "Grading Schools."

Mr. Norvell Mason exhibited some *very good* maps, compositions, &c.—the work of his pupils—white school No. 6, Falling River District.

On Friday, the 27th November, institute met at 10 o'clock. Roll was called. Teachers responded by motto or sentiment. Minutes of previous day's proceedings were read.

The subjects of Map Drawing, Best Method of Teaching Grammar, were discussed.

Illustration of the Earth's Motion around the Sun—Superintendent Frantz, of Roanoke, offered a globe to any one of the teachers of Campbell county who could best illustrate the motions of the earth around the sun.

A committee, composed of Messrs. C. L. Campbell, T. A. Foster and R. E. Garbee (non-contestants) awarded the globe to Mr. J. H. Rutraugh, teacher of Concord white school, Rustburg District.

A vote of thanks was given Superintendent Frantz for the globe, and the interest manifested in our progress.

Some of the teachers requested the Superintendent to call some one of their number to the chair for a short time. Mr. J. J. Cabell was requested to take the chair. He did so, when the following resolution was offered and adopted:

"We, the teachers of Campbell county, in Institute assembled—

"*Resolve*, That we tender our sincere thanks to our Superintendent for his kind and courteous conduct to us during his administration. And we, as teachers, if we have any voice in the matter, ask that he be continued in his present position.

"Ordered, that a copy of the above be placed in the hands of the county Superintendent.

"C. L. CAMPBELL, *Sec'y.*"

The Teachers' Association "for protection of teachers," was represented by Mr. J. W. Harvey. The Virginia Reading Association for improvement of teachers, represented by Superintendent.

Respectfully submitted,

R. A. HAMLET.

GLOUCESTER COUNTY.

A teachers' institute of the public free schools of Gloucester county, was held in the Presbyterian church building at Gloucester C. H., on Thursday, November 12th, 1885, commencing at 10 o'clock A. M. Forty-five of forty-eight teachers employed in the county were present. Two of three absentees sent valid excuses. This full attendance of teachers, some of whom came more than twenty miles at an inclement season of the year, shows that our teachers value the institutes, and are anxious for self-improvement. And I heartily wish it was in our power to procure competent help in the way of instructors for these meetings, that so willing a spirit might reap its reward. The business portion of the institute comprised a lecture on history, lectures and illustrations on blackboard of methods of teaching grammar, analysis, arithmetic and map drawing, by county superintendents, an essay on "The Recess Hour," by teacher Mrs. L. B. Robins. "Corporeal Punishment in Schools," prepared and opened for discussion by teacher Wm. B. Weaver, but being too late when the subject was introduced discussion was postponed to next institute.

Considering the short time in which the schools have been in session, there was a creditable display of maps made by the schools, foreshadowing a lively competition for the Peabody medal and diplomas received at last Superintendents' Conference by this county. All the schools are preparing to compete, and an institute will be called some time in January, at which an exhibition will be made and prizes awarded.

Resolutions of respect were passed to the memory of Mrs. B. V. Lambeth, one of our oldest teachers, who died during the year.

At 4 P. M., the Institute adjourned.

Respectfully reported,

ROB'T H. FRANKLIN,
Superintendent of Schools.

The Legislature.

This body met the 2d of December, and has done but little, except to elect officers of the government and county judges. Of course the important question before it is the debt, as upon the proper adjustment of that question depends the prosperity of the State and the progress of the schools.

The bondholders' agents are vigilant, and are pressing the coupons upon the State from every direction, and so far the decisions of the courts are all in their favor. If the coupon is not defeated, taxes will have to be increased, or the revenue of the schools, which is now too small, will be greatly diminished. We are watching our law-makers with great solicitude.

There has been no bill of general interest to the schools introduced, except the one to provide free text-books. The usual number of local bills to create separate school districts are on the calendar. The interest of the schools would be greatly advanced by the defeat of all these measures. Our school laws, properly and fairly enforced, are ample to protect the interest of every individual and community in the State without special acts.

County Histories.

Since our last appeal the Superintendents of the following cities and counties have sent in their histories, for which we are very thankful: Alexandria city, Amelia, Appomattox, Carroll, Danville, Elizabeth City, Fairfax, Fluvanna, Frederick, Fredericksburg, Grayson, Henrico, Henry, Highland, Madison, Nansemond, New Kent, Norfolk city, Northampton, Pittsylvania, Rappahannock, Richmond county, Roanoke, Russell, Scott, Stafford, Staunton, Sussex, Williamsburg, Wise, and York.

We have no idea of excusing those who are still delinquent, and earnestly hope that they will forward the histories of the schools of their counties and cities at once.

Hon. John Eaton.

We regret that this able and distinguished educator has resigned the position of United States Commissioner of Education. He has labored faithfully in the great work that was assigned him, and has

built up from nothing a large and valuable department of education and educational statistics.

It is said that he resigned, on account of his *health*, to accept the presidency of —— College, but it is fair to presume that political pressure had something to do with his resignation.

The nation has lost a valuable officer, and the college has gained an able president.

Hon. J. L. M. Curry.

We have lately heard that Dr. Curry's stay in Spain will be limited, and that when he completes the adjustment of certain complicated diplomatic questions which he has been specially charged with, he is to return and resume the duties of General Agent of the Peabody Education Fund. We do not know how much truth there is in this rumor, but for the interest of the cause of general education, we earnestly hope that it may prove to be true. He is needed, and there is no one that can fill *his place*.

Superintendent of Public Instruction.

The Constitution provides that this officer shall be elected for four years, and the law declares that his term shall run from the "fifteenth day of March following his election," so that the time of Dr. Buchanan, the Superintendent elect, will not begin until the fifteenth day of March, 1886.

Prof. L. R. Holland.

Prof. L. R. Holland, who was first clerk in this office, and Secretary of the Board of Education for some twelve years, and who resigned his position August 1st, 1883, has, we understand, been appointed by Dr. Buchanan as his first clerk, which makes him Secretary of the Board of Education. Prof. Holland has had a large experience in the school work of the State, and is an efficient officer.

Dr. W. H. Ruffner.

It is rumored that Dr. Ruffner is a candidate for the position of U. S. Commissioner of Education, made vacant by the resignation of

General John Eaton. But for the fact that Virginia cannot spare him from the Farmville school, we would be glad to see him succeed.

State Board of Education.

After the first day of January, 1886, this Board will be composed of General Fitzhugh Lee, Attorney-General Ayers, and the present Superintendent of Public Instruction.

Peabody Medals.

Dr. J. L. M. Curry, at our earnest request, before he resigned the general agency of the Peabody Education Fund, sent us thirty bronze medals and one *silver* one, to be distributed among the schools of the counties and towns. These medals will be distributed at the Superintendents' Conference, and superintendents who desire to compete for them, for their schools, must file a certificate with the Secretary of the Conference, stating that they have one or more graded schools in their districts that will run not less than seven months; giving the name of the school or schools, with the branches taught, the name of the teacher and for what branch or branches they propose to offer the medal, and under what rules, if one is awarded them.

These certificates should be forwarded at once to Geo. W. Hawxhurst, the Secretary, in order that they may be arranged before the Conference meets.

Whilst there can be no general exhibition of school work, Superintendents who enter their schools for medals are expected to forward, before the meeting of the Conference, the very best samples of work done by the pupils of said schools during the present school year—the Superintendents being their own judges as to what class of work they will submit. But all exhibits must be made on the *part of the school*, and not in the interest of any individual, as the medals are to be competed for by the pupils after they are awarded to the school.

Superintendents will please not postpone this matter but give it their immediate *attention*. Don't put off filing your certificate until you come to the Conference as it may then be too late. Make up your certificate at once, retain a copy and forward one to the Secretary, as directed.

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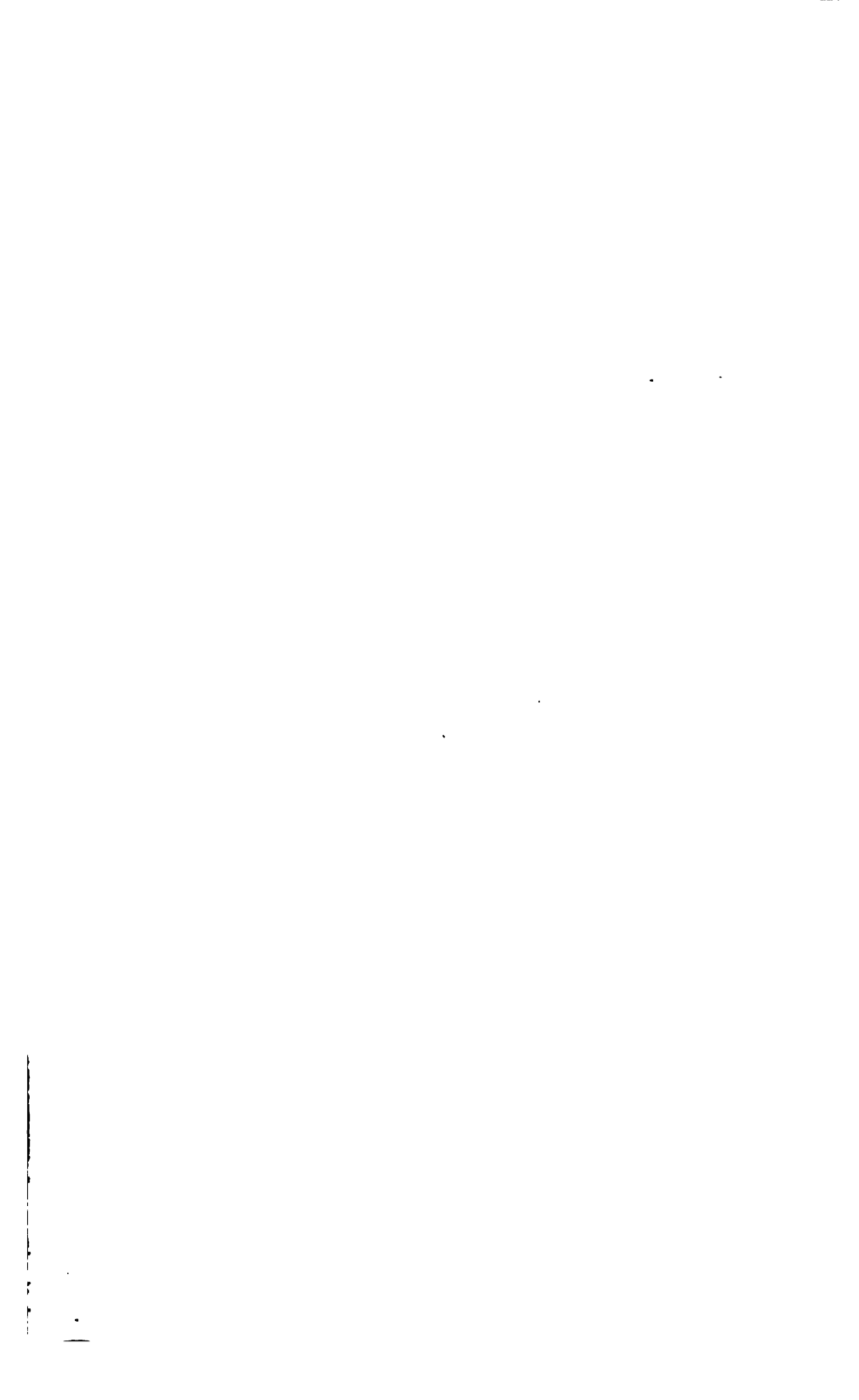
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